

HISTORY

The Tulsa County Free Fair began in 1903 at the Western Association baseball park at Archer and Boston. With enactment of the Oklahoma Free Fair Act in 1915, a 15-acre tract of land north of Archer and Lewis was purchased to provide more suitable grounds. In 1923, thanks to a land donation from J.E. Crosbie, the fair was moved to a portion of the present Expo Square between 15th and 21st Streets. Passage of a major bond issue of \$500,000 provided for the construction of the Pavilion in 1931. The fair board acquired land adjacent to the gift acreage in later years, and the "state fair" was born.

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TULSA COUNTY
EXTENSION



4-H Youth Development Division



Tulsa County Fair 2024 Schedule of Events

| | | |
|--------------------------|--------------------------|--|
| Tuesday, July 16 | 4:00 – 7:00 pm | Entries taken for Indoor Exhibits and Table Setting Contest Set-up |
| Thursday, July 18 | 10:00 – 7:30 pm | Exhibits Open OHCE Gift Shoppe Opens Community Resource Booths |
| | 9:30 am | Poultry and Rabbit Show Check-In |
| | 10:00 am | Poultry and Rabbit Show |
| | 10:00 am-2:00 pm | Kids Activities |
| | 5:00-6:00 pm | Open Cupcake Wars |
| | 6:00-7:00 | 4-H Cupcake Wars |
| | 7:30 | Doors close |
| Friday, July 19 | 10:00 – 7:00 pm | Central Park Hall OHCE Gift Shoppe Opens Community Resource Booths |
| | 10:00 am-12:00 pm | Kids Zone Activities |
| | 2:00-4:00 pm | OHCE Membership Tea and Scholarship Presentation |
| | 5:00-7:00 | Family Activities, Ice Cream, and Silent Auction |
| | 7:00-8:00 | 4-H Checkout (exhibits cannot be released early) |

Tulsa County Fair events are held at Central Park Hall. Please read all pre-entry and fair rules and regulations carefully. Tulsa County Fair is open to all residents of Tulsa County and members of 4-H, FFA, OHCE, and Master Gardeners of Tulsa County.

For more information go to: <http://www.tulsacounty.org/freefair/>

**4-H YOUTH DIVISION
RULES AND REGULATIONS
Donna Dunkerson-Superintendent
Erica Dunkerson - Assistant Superintendent**

1. ELIGIBILITY - The exhibition in this department is open to all enrolled 4-H members from Tulsa County.
2. 4-H members who are 8 and in the 3rd grade by September 1 are eligible to exhibit in competitive classes — Sections 300–325. Unless the State 4-H Office is notified in writing by July 1, it is understood that the County will exhibit at the same fair as in the previous year.
3. 4-H Cloverbud members may enter Section 326 and Section 500 - Open Class Youth.
4. For each class, entries are limited to one per individual.
5. 4-H exhibits are entered and displayed at the risk of the exhibitor.
6. 4-H members should be enrolled in the project area to exhibit.
7. NO exhibits may be entered more than one time and each exhibit must have been made by the exhibitor during the last year, except for classes that are a collection and are added to in successive years.
8. Exhibits should be permanently signed and dated, in an inconspicuous location, if material permits. Some exhibits that should be signed and dated are posters, most arts and crafts including fine art, ceramics, woodworking and wood crafts, herbarium cards, seed boards, forestry and wood sample exhibits, and model rocketry.
9. 4-H members who enter crops and horticulture must be able to prove that such crops entered in his/her name were produced by the member during the current year.
10. At the county fair, 4-H indoor exhibits will be selected for the Tulsa State Fair by the judges in the respective area. A “selected for state fair” sticker will be placed on all indoor exhibits selected for the state fair. 4-H and FFA livestock exhibitors are eligible to enter the Tulsa State Fair regardless of county placement.

ENTERING EXHIBITS

All indoor exhibits are entered on Tuesday, July 16th between 4:00 and 7:00 p.m. at the lower level of the Sage Net Expo.

ENTRY SUMMARY INFORMATION Each county may enter one (1) entry per class. ▪ If the exhibitor entry contains more than one piece (ie: two pillowcases, two bookends) please label each piece with the exhibitor name, county, and piece number (1 of 2, 2 of 2).

EXHIBIT TAKE IN - Exhibits will be checked in for judging on Tuesday, September 24, 2024, at the Central Park Hall.

RELEASING OF EXHIBITS

Exhibits will be released on Sunday, October 6, 2024, from 7:00-8:00 pm at the lower level of the Sage Net Expo.

LABEL REQUIREMENTS

All exhibits must have a permanent label attached securely to the exhibit unless other information is in the exhibit class. It should include name, age, section and class number, exhibit description, and county.

COPY WRITTEN MATERIAL AND REFERENCING SOURCES

All 4-H exhibits should be the original work of the 4-H member. When information is taken from books, publications, magazines, or from the internet it should be expressed in the 4-H members’ own words. The 4-H member must reference the source of information by using an asterisk (*) or a number (if more than one) and name the actual source at the end or bottom of the paper, poster, or educational display following an asterisk or corresponding number in the text.

No copyrighted or trademark-protected written or visual material (pictures, photos, drawings, illustrations, etc.) should be used in books, magazines, publications, or from the internet without permission from the original creator. If 4-H'er applies for and is granted permission to use a copyrighted or trademark-protected item, a copy of the permission form or letter needs to be attached to the back of the exhibit and properly cited with an asterisk (*) or number. If an item (picture, photo, drawing, illustration, etc.) that is not protected is used its source must be cited and referenced by using an asterisk (*) or a number, and the source information must be placed at the end or bottom of paper, poster, or educational display, following an asterisk or corresponding number.

**TULSA COUNTY FARM BUREAU
ACHIEVEMENT AWARDS - INDIVIDUAL AWARD**

The Farm Bureau presents two awards (plaques) to one 4-H member and one FFA member with the highest number of points acquired during the county fair. A permanent plaque with each year's winners' names, together with a picture of the winners, will hang in the Tulsa County Farm Bureau Office. The highest-scoring 4-H and FFA members will be selected by the following point system for entries in the Tulsa County Free Fair. Previous winners of this award are eligible to receive the award again.

1. One point will be awarded for each exhibit entry.
2. Points will be awarded for placing as follows:

1st place - 8 points
2nd place - 7 points
3rd place - 6 points
4th place - 5 points
5th place - 4 points

3. Entries in classes not receiving placing (i.e., red and blue awards) will receive entry points only.

The Tulsa County Farm Bureau will present a plaque to the highest-scoring 4-H club and the highest-scoring FFA Chapter from entries made at the Tulsa County Free Fair. The highest total points will be determined using the previously listed point system.

All participating members enrolled in a local club or special interest club will have their points figured with the club in which they have turned in a record book. If they have not completed a record book, the member must designate for which club the points will count toward their total.

Points will not be considered twice or for more than one club.

Q & Q COUNTY FAIR EXHIBITOR AWARD

This award recognizes the two 4-H members who excel at the Tulsa County Fair with 25 exhibits or more in the "indoor 4-H division" (excludes all animal exhibits). The quality and quantity of exhibits determine the recipient. These awards are given in memory of Robert and Patsy Rowland and are presented each year at the Annual Tulsa County 4-H Achievement Program. Points are determined as outlined under the Farm Bureau Achievement Awards.

EARN PRIZES FOR ENTERING

4-H clover cash will be issued to 4-H members as a special incentive based on the number of items entered at the Tulsa County Free Fair in Sections 300-325. Clover cash can be exchanged for items available at the 4-H office or registration fee.

5 to 9 entries—\$5.00 4-H Clover Cash
10 to 19 entries — \$15.00 Clover Cash
20 entries or more — \$20.00 Clover Cash

COMMUNICATION AND CREATIVE ARTS DIVISION

**SECTION 300
4-H POSTER ART EXHIBIT**

All poster boards must be backed with foam board for display purposes. This can be done after making the poster or the poster can be made directly on the correct sized (14x22) sized foam board.

- Poster must be constructed on posterboard, 14" x 22". They may either be vertical or horizontal. Posters may be produced in any medium: watercolor, ink, crayon, acrylic, charcoal, collage, computer, etc. Posters must be flat. Do not use three-dimensional pieces on posters. Posters will be judged on 1) educational idea portrayed 2) public appeal 3) creative and original ability presented. For display purposes, exhibitors are encouraged to heat laminate all posters or cover them with clear plastic laminate. **Text of posters should be readable from at least 10 ft. away.** Posters must be signed and dated on the back with a permanent marker before laminating. Copyrighted or trademarked cartoon characters or other designs must not be used due to copyright restrictions.
- Posters may be horizontal or vertical. Poster may be produced by any medium — watercolor, ink, crayon, acrylic, charcoal, collage, computer, etc. — Posters must be flat. Do not use 3-dimensional pieces on posters. Posters will be judged on 1) educational idea portrayed, 2) public appeal, and 3) creative and original ability presented. Copyrighted or trademarked cartoon characters or other designs must not be used due to copyright restrictions.
- The 4-H member's name, age before September 1, and county should be on the back of the poster in the upper left-hand corner.

Posters must include 4-H Clover or mention 4-H. When using the official clover with H's, the tail should curve to the right and the words 18 U.S.C. 707 must appear under the lower right leaflet, unless poster and clover are hand drawn. For more information on proper use of the 4-H clover please refer to <https://4h.okstate.edu/educators/clover-andemblem/index.html>

Beginner Division (Grades 3-5)

► Class Number

1. 4-H promotional poster designed to recruit 4-H members, volunteers or promote any 4-H event or 4-H project.
2. Poster designed to promote 4-H and use the theme "Find your spark in 4-H"
3. Poster recognizing or documenting one of the following: Oklahoma 4-H history during one decade or

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the evolution of a particular 4-H project area over the decades.

Intermediate Division (Grades 6-8)

4. 4-H promotional poster designed to recruit 4-H members or volunteers to promote any 4-H event or 4-H project.
5. Poster designed to promote 4-H and use the theme "Find your spark in 4-H"
6. Poster recognizing or documenting one of the following: Oklahoma 4-H history during one decade or the evolution of a particular 4-H project area over the decades.

Advanced Division (Grades 9-12)

7. 4-H promotional poster designed to recruit 4-H members or volunteers or promote any 4-H event or 4-H project.
8. Poster designed to promote 4-H and use the theme "Find your spark in 4-H"
9. Poster recognizing or documenting one of the following: Oklahoma 4-H history during one decade or the evolution of a particular 4-H project area over the decades.

SECTION 301

4-H EDUCATIONAL BOOTH DISPLAY

- All Grades are accepted in each class. This must be an in-depth look at a 4-H project or projects. Space for the booth is 3 feet deep and 4 feet wide (with sides extended). Back can be 4 feet high. There will be no solid dividers between booths. Use lightweight material for ease in transporting. Display must be free standing. Models, photographs, posters, or other means of display may be used. Displays may be prepared by an individual or a club. Criteria for judging will be:
 1. Effectiveness of the message
 2. Appropriateness to the theme
 3. Interest and attractiveness to the public
- Display must focus on ONE of the following and be suitable for display at a local business during National 4-H Week or at another time during the fall.
 - a. Promotion of a specific 4-H project, member recruitment, current youth issue, event, etc.
 - b. Community Service
 - c. The national campaign "Find your spark in 4-H"
- **EXHIBITS MUST PROMINENTLY DISPLAY A 4-H CLOVER OR MENTION 4-H.** Displays in section 4301 MUST include the 4-H Clover or mention 4-H. When using the official clover with H's, the tail should curve to the right and the words 18 U.S.C. 707 must appear under the lower right leaflet, unless poster and clover are hand drawn. For more

information on proper use of the 4-H clover please refer to <https://4h.okstate.edu/educators/clover-and-emblem/index.html>. Do not include valuables, food items that will spoil or potentially harmful products in any educational display. The Tulsa County 4-H Program cannot accept responsibility for loss of valuables. Potentially harmful products will be discarded. Displays in section 4301 MUST include the 4-H Clover or mention 4-H. When using the official clover with H's, the tail should curve to the right and the words 18 U.S.C. 707 must appear under the lower right leaflet, unless poster and clover are hand drawn. For more information on proper use of the 4-H clover please refer to <https://4h.okstate.edu/educators/clover-and-emblem/index.html>

► Class Number

1. Educational Booth Display (other than community service or "Find your spark in 4-H". Display may be project area, member recruitment, current youth issue, event, etc.
2. Community Service Booth Display — Sharing about a community service that 4-H member has done as an individual or led a group in doing. Should include pictures, examples, and scope of projects. The impact on others will be an added criterion for judging. Project should be the extension of a 4-H project area.
3. Display using the theme "Find your spark in 4-H".

SECTION 302

4-H PHOTOGRAPHY

- **This exhibit consists of photos taken by the individual exhibitor. A photo can be entered only one year. Individuals can enter in only one Level** and may enter only one exhibit per class in that Level. Level 1 is for members who have taken pictures for three years or less, Level 2 is for those who have taken pictures for four to six years, and Level 3 is for those who have advanced skill level. All grades within each Level are before September 1 of the current calendar year.
 - **DIGITAL PHOTOS may be entered. Adjustments to digital photographs are limited to color and contrast adjustments, cropping, gray scaling, exposure adjustments and red eye reduction (with the exception of classes 25-28).**
 - **PRINTS:** Black and white or color prints may be exhibited. Prints must be no smaller than 4"x6" and no larger than 5" x 7" (except when panoramic prints are used) for all classes, except classes 5, 10, 14, 18, and 22 where prints may be up to 8" x 10". **Prints should be printed on photo-quality paper (not copy paper). Print quality is taken into consideration by the Judges. Photos will be disqualified if in a frame.**
- **TITLES, CAPTIONS AND OTHER REQUIRED INFORMATION:** On the front of the board, there must be a title (i.e. My Trip to the Zoo, or My Favorite Photo) and each

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photo must have a caption giving the viewer more information about the photograph. The title should not be the class description (ie. Digitally adjusted photo) rather a description of the subject of the photos (ie. "My Day at the Zoo") The back of each board must include the exhibitor's name, county, number of years in the 4-H photography project, camera type (digital SLR, smart phone, digital point-and-shoot, or 35 mm film), and megapixels (if camera is digital).

BOARDS: Prints must be securely attached to the surface of a single black or white (not colored) poster board, foam core, or mat board. Photos will be disqualified if on regular printing paper or cardstock. No double matting, use of multiple layers or more than one color of mat. The entire print must be seen and cannot be masked in any way. Boards must be 14" x 14" for all classes.

Level 1 - Focus on Photography

Junior Classes - (Grades 3-7)

For members who have beginning skill level.

► Class Number

1. Four photos: one photo from each of the following categories — people, animals, plant life and scenery.
2. Four photos of people doing different things. Show a variety of activities, camera angles, and lighting choices.
3. Four otherwise outstanding photos showing common mistakes in picture taking. The caption for each print must correctly identify what is wrong and provide an appropriate solution to prevent the mistake.
4. Series of 4 photos telling a story or illustrating a single event.
5. Best individual photo made this year.

Senior Classes - (Grades 8-12)

For members who have beginning skill level.

6. Four (4) photos, one from each of the following categories — people, animals, plant life, and scenery.
7. Four (4) photos of people doing different things, showing a variety of activities, camera angles, and lighting choices.
8. Four (4) otherwise outstanding photos showing common mistakes in picture taking. The caption for each print must correctly identify what is wrong and provide an appropriate solution to prevent the mistake.
9. Series of (4) photos telling a story or illustrating a single event.
10. Best individual photo made this year.

Level 2 Controlling the Image

Junior Classes - (Grades 3-7)

For members who have intermediate skill level.

11. Four photos showing good composition, such as placement of subject, framing, contrast, or perspective.

The caption for each photo or the title of the board must explain the ideas being illustrated.

12. Four action photos showing use of film speed or digital ISO, please include film speed or digital ISO, shutter speed & aperture (if camera is adjustable.)
13. Four photos showing effective lighting, media, techniques, and process. The caption for each photo or the title of the board must explain the ideas being illustrated.
14. Best individual photo made this year.

Senior Classes - (Grades 8-12)

For members who have intermediate skill level.

15. Four photos showing good composition, such as placement of subject, framing, contrast, or perspective. The caption for each photo or the title of the board must explain the ideas being illustrated.
16. Four action photos showing use of film speed or digital ISO. Please include film speed or digital ISO, shutter speed & aperture (if camera is adjustable.)
17. Four photos showing effective lighting, media, techniques, and process. The caption for each photo or the title of board must explain the ideas being illustrated.
18. Best individual photo made this year.

Level 3 Mastering Photography - All Grades

For members who have advanced skill level.

19. Four photos showing member's knowledge of one of the following: different lenses, photo lamps, existing light, filters, or special effects. The caption for each photo or the title of the board must explain the ideas(s) being illustrated.
20. Four outstanding "people" pictures.
21. Four landscapes or nature photos.
22. Best individual photo taken this year.

Digitally Adjusted Photos

Exhibit must include both the original photo labeled "original photo", the digitally adjusted photo labeled "adjusted photo" with a short summary of what was done (cropping, red-eye removal, color or contrast adjustment, exposure adjustment, etc.) Must be on a single black or white poster board, foam core or mat board 14" x 14".

23. Junior (Grades 3-7)
24. Senior (Grades 8-12)

Digitally altered photograph/photographic illustration taken with a digital camera by the exhibitor.

Alterations are beyond common photography techniques of red eye removal, cropping, etc. The exhibit includes a print of the original photograph, labeled "original photo," and the digitally altered image, labeled "photographic illustration". Must be securely attached to foam core or poster board and be no larger

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than 14"X14". Attach up to 1/2 page of written explanation of the alterations to the back of the exhibit.

25. Junior (Grades 3-7)
26. Senior (Grades 8-12)

Digitally altered scanned image.

Exhibit must include the original image, labeled "original image," and the digitally altered image, labeled "altered image". Alterations are beyond common photography techniques of red eye removal, cropping, etc. Must be on a single black or white poster board, foam core or mat board 14"X14". Attach up to 1/2 page of written explanation of the alterations to the back of the exhibit. Trademark images may not be used.

27. Junior (Grades 3-7)
28. Senior (Grades 8-12)

SECTION 303 CREATIVE ARTS

Individual members may enter only one (1) exhibit per class. Exhibits in all classes are limited to items that cannot be exhibited in other sections. Exhibits must be permanently signed and dated in an inconspicuous location if size and material permits. Ceramics should be signed before firing. PAINTINGS, DRAWINGS AND OTHER ITEMS THAT ARE TO BE HUNG MUST HAVE A HANGER

Juniors (Grades 3-7)

► Class Number

1. Jr. Fine Arts - Pencil, charcoal, pastels, chalk, ink
3. Jr. Fine Arts - Water color
5. Jr. Fine Arts - Oil or acrylic
7. Jr. Art Portfolio: Must include at least 5 pieces/pictures of art made by exhibitor
8. Sr. Art Portfolio: Must include at least 5 pieces/pictures of art made by the exhibitor
9. Jr. Creative Writing: Must be original work, no more than 500 words, typed in 12 point font, double spaced. Entry should be placed in a paper folder with brads. Exhibitor name and county should be on the front of the folder
10. Sr. Creative Writing: Must be original work, no more than 500 words, typed in 12 point font, double spaced. Entry should be placed in a paper folder with brads. Exhibitor name and county should be on the front of the folder.
11. Jr. Ceramics: Glazed (maximum of one piece)
13. Jr. Ceramics: Stained (maximum of one piece)
15. Jr. Pottery: Original design made from clay using hand molding or on a potter's wheel
17. Jr. Print Process Article: Block printing and other printing methods
19. Jr. Nature Craft: Article made from natural materials including weaving or basket making
21. Jr. Bead Craft Article
23. Jr. Leathercraft: Kit

25. Jr. Leathercraft: Original Design
27. Jr. Hand Crafted Wax Candle
29. Jr. Paper Craft
30. Sr. Paper Craft
31. Jr. Plastic Craft: Includes but not limited to Lego™ Art. If Lego™ Art is entered, it must be glued
33. Jr. Duct Tape Craft
35. Jr. Miscellaneous: limited to items that cannot be entered in any other class
36. Sr. Miscellaneous: limited to items that cannot be entered in any other class

***NOTE: Puppets may either be entered in Design and Construction (Jr. class 42 or Sr. class 49) or in Paper Craft depending upon medium and criteria.**

Seniors (Grades 8-12)

► Class Number

2. Sr. Fine Art - Pencil, charcoal, pastel, chalk, ink
4. Sr. Fine Arts - Water Color
6. Sr. Fine Arts - Oil or Acrylic
8. Sr. Art Portfolio: Must include at least 5 pieces/pictures of art made by the exhibitor
10. Sr. Creative Writing: Must be original work, no more than 500 words, typed in 12 point font, double spaced. Entry should be placed in a paper folder with brads. Exhibitor name and county should be on the front of the folder.
12. Sr. Ceramics: Glazed (maximum of one piece)
14. Sr. Ceramics: Stained (maximum of one piece)
16. Sr. Pottery: Original design made from clay using hand molding or on a potter's wheel
18. Sr. Print Process Article: Block printing and other printing methods
20. Sr. Nature Craft: Article made from natural materials including weaving or basket making
22. Sr. Bead Craft Article
24. Sr. Leathercraft: Kit
26. Sr. Leathercraft: Original Design
28. Sr. Hand Crafted Wax Candle
30. Sr. Paper Craft
32. Sr. Plastic Craft: Includes but not limited to Lego™ Art. If Lego™ Art is entered, it must be glued
34. Sr. Duct Tape Craft
36. Sr. Miscellaneous (limited to items that cannot be entered in any other class)

SCIENCE AND TECHNOLOGY DIVISION

SECTION 304

4-H SCIENCE & TECHNOLOGY EXHIBITS

- The 4-H Science & Technology exhibits are open to all ages. They will be judged separately in two age groups. Junior — grades 3-7; Seniors — grades 8-12.
- Every exhibit must be labeled on the back with the following information: Name, club, county, and grade BEFORE September 1, of the current calendar year and date exhibit was made. **Copy-written materials such as professional photos, books, publications, or items on the internet, should not be used as original.** Exhibits displayed as posters must be constructed on 14" x 22" poster board (1/2 of a poster board). They may be horizontal or vertical. Posters will be judged on: (1) Educational ideas portrayed, (2) public appeal, and (3) creative and original ability presented. Text of posters should be readable from at least 10 feet away. Promotional exhibits in this section must include an official 4-H clover or mention 4-H.

Flat flyer (one-sided) designed by the exhibitor to promote a club or county 4-H education program or activity. Computer generated flat flyer (8 1/2" x 11" or 8 1/2" x 14"). Flat flyers should be securely attached to an appropriately sized posterboard. ► **Class Number**

1. Junior
2. Senior

Brochure, card or invitation related to 4-H (may be double-, tri- or four-fold measuring 8 1/2" x 11" or 8 1/2" x 14" before folding.). Attach 2 flat copies of the brochure (one side showing the front and the other side showing the back of the brochure) to a 14" X 22" poster board. Attach a large envelope to the back of the board and insert a folded copy of the brochure.

3. Junior
4. Senior

Power Point Presentation related to 4-H. Can be PowerPoint, Google slides, or any other presentation program.) Presentation should either promote 4-H or educate about a 4-H project. Presentations should include an official 4-H Clover including the required trademark designation. Presentation entry includes a printout of at least 5 slides and script/presentation notes in a folder or notebook. Include presentation file on a labeled CD (in an envelope). All PowerPoint presentations should be mounted on a free-standing display board not to exceed 3'X4' when the sides are extended for display. Commercially available "Science Fair Presentation Boards" are encouraged.

5. Junior
6. Senior

Digital Media for a group or club project- Submit a video (maximum 3 minutes) designed for social media use on STEM projects. The video must be in MP4 format and submitted on a flash drive. Videos must only contain the first names of the participants and participants must have a signed media release form on file in their county 4-H office. (Found on the 4-H enrollment card)

7. Group Media

Stem Career Poster- 4-H members should research careers in STEM before developing their poster exhibit. Posters should highlight the variety of STEM related careers and follow the Technology Exhibit poster guidelines and criteria.

8. Junior Poster (grades 3-7) Draw a Scientist
9. Senior Poster (grades 8-12) Careers in STEM

Global Positioning Systems (GPS) and Geographic Information Systems (GIS) Exhibits

- 4-H Youth will learn about Geographic Information Systems (GIS) concepts by collecting data on a location, describing the attributes.
 - Youth will learn about geospatial technology applications and future career opportunities by working with local government agencies and project partners in their own communities.
 - Increased youth involvement in community service and awareness projects that impact local communities by enhancing economic and community development.
 - The 4-H GPS/GIS exhibits will be judged in two age groups. Junior — grades 3-7; Senior — grades 8-12. Every exhibit must be labeled on the back with the following information: Name, Club, County, Grade before September 1 of the current year and date poster, map or exhibit was made.
 - Posters/Maps must be 14" x 22" - 1/2 of a poster board. Exhibitors are encouraged to laminate all flat exhibits or cover them with clear plastic film. Maps may be affixed to poster boards. The map itself does not have to be the full 14" x 22".
 - Displays must be free standing and not be larger than 3'X3' (width x depth) with sides extended for display. **Display illustrating how GPS works,** including the user, control, and space segments of the system
10. Juniors

Display illustrating how GPS has been used to improve society.

11. Seniors

Geocache box. The exhibit would include a geocache box with contents, description & photograph of the location in which the box will be located. (Check <https://www.geocaching.com/play> for instructions on placing and describing).

12. Juniors
13. Seniors

Hand drawn map. Maps can either be informational or directional. Attach a one-page explanation of the purpose for the map.

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14. Juniors

15. Seniors

Computer generated map. Maps can be either informational or directional. Attach a one-page explanation of the purpose of the map.

16. Juniors

17. Seniors

4-H Robotics

- The goal of the 4-H robotics program is for members to explore science, technology, and engineering by designing and building a functioning robot. The robot can be either programmable or remote controlled. The robot can be created by an individual or a group.
- The 4-H robotics exhibits are open to all grades. They will be judged separately in two grade groups. Juniors — grades 3-7; Seniors — grades 8-12. Every exhibit must be labeled on the back with the following information: Name, Club, County, Grade before September 1 of the current calendar year, and date poster or exhibit was made.
- Attach a 3"x 5" index card to each robot/exhibit, explaining:
 - Construction material, how constructed and goal of project.
 - Year in project
 - Grade of member
 - Whether or not made from kit
 - Other pertinent information
 - Each exhibit should have a one-page report explaining the function, purpose, and construction of the robot.

Programmable or Remote-Control Robot

18. Juniors

19. Seniors

Display with photographs and explanation of a member developed robot which is not available for exhibit.

20. Juniors

21. Seniors

Project Group Developed Projects by two (2) or more 4-H members working together (include all 4-H members' information involved on index card)

22. Programmable or Remote-Controlled Robot

23. Display with photographs and explanation of a member developed robot which is not available for exhibit.

Engineering Design Challenges Criteria:

Engineering design challenges are intended to encourage 4-H members to use the Engineering design process to create their own projects. These projects should include an engineering notebook, journal or description which answer the following questions about their project. Projects without an engineering notebook will be judged accordingly. Projects with notebooks will place before projects without notebooks, journals, or descriptions.

- What is the challenge or task of the project (Example: Throw a marshmallow six feet, incorporate technology into clothing, create alternative energy, design, and build a rubber band powered car, etc)

- Draw your design

- How did you test your design?

- What were the results?

- How did you change your design to improve it?

- Did you retest it? Did the results improve?

- Describe your final design and does it work? Engineering Design Challenges will be judged based on creativity, design, function, and recordkeeping (journal or engineering notebook.)

Marshmallow catapult challenge design task. Design requirements: Design a trebuchet-style swing arm catapult. It may be similar to a teeter totter or swing set. The beam (arm) is able to swing (go up and down). The arm of the catapult must be adjustable from the center to an offset (one side of the beam is longer from center pivot point).

- Use at least five (5) different types of materials or parts (craft sticks, brads, dowels, etc.)

- Use weights and gravity as the power source.

- Catapult cannot be any larger than a 3-foot cube (3'x3'x3')

- Launch a marshmallow at least six (6) feet.

- A journal or engineering notebook should be included to describe the creation, purpose, and function of the device. Explain how you built and tested your catapult. Chart your marshmallow launches.

Reference: National 4-H curriculum, Junk Drawer Robotics, Level 1. Attach a 3"x5" note card explaining how you built and tested your catapult and chart your marshmallow launches.

24. Juniors

25. Seniors

Alternative Energy Design Challenge

Design and build a device to utilize wind, solar, or waterpower. Commercially available parts are acceptable, but the majority of the project must be homemade by the member. Must fit entirely within a 12-inch cube (12"x12"x12"). A journal or notebook should be included to describe the creation, purpose, and function of the device. References for this project are not limited to:

Wind Power

- 4-H Power of Wind Curriculum: <https://shop4-h.org/products/power-of-the-wind-curriculum-set-of-2>

- 2011 NYSD Wired for Wind: <https://4-h.org/parents/national-youth-science-day/wired-for-wind/>

Solar Power

- Solar Powered Housed Activity <https://shop4-h.org/products/solar-powered-houses-activity-kit>

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- Solar Powered Car Activity
<https://shop4-h.org/products/solar-powered-car-activity-kit>

26. Juniors

27. Seniors

Wearable Technology Design Challenge

Design a piece of wearable technology. Commercially available parts are acceptable, but the majority of the project must be homemade by the member. A journal or notebook should be included to describe the creation, purpose, and function of the device. Resources for this project may include but are not limited to:

References:

- WearTec Curriculum Series books 1-4: <https://shop4-h.org/products/weartec-1-circuitry-leaders-guide>
- 2017 NYSD Incredible Wearables: <https://4-h.org/parents/national-youth-science-day/4-h-nysd-2017incredible-wearables/>

28. Juniors

29. Seniors

Rubber Band-Powered Vehicle Design Challenge

Design a wheel-driven vehicle, powered only by one rubber band (size #64 approx. ¼" wide by 3½" long by 1/32" thick.), which will transport a one-pound "load" (box of baking soda approx. size: 3½" x 4½" x 2") at least 9 feet (on a smooth flat floor) while remaining within the boundaries of a 3 ft. wide parallel track (marked off with masking tape). Speed is not a criteria.

There are no restrictions on materials, size, weight, or number of wheels. However, the only energy source permitted is the elastic energy of one rubber band. Commercially assembled vehicles are NOT permitted. However, commercially manufactured components may be used as parts of the vehicle. The vehicle must be self-starting (i.e., no pushing, external power starts, etc.). Propulsion of the vehicle must be through the wheels (i.e., no propellers, no launching mechanism). Transferring the energy of the rubber band to wheels via gears, fly wheels, etc., is encouraged. No remote-controlled devices are permitted.

A journal or engineering notebook should be included to describe the creation, purpose, and function of the device. Explain how you built and tested your vehicle and if you made any modifications. Chart or graph collected data and explain how you measured improvements in your engineering notebook or journal.

30. Juniors

31. Seniors

3-D Printed items Item must be an original design. No commercially purchased items may be entered. Entry must include the 3- D printed item, a copy of the plans and 3-5 photos of project and youth during the printing.

32. Juniors

33. Seniors

SECTION 305 SCIENCE DISCOVERY PROJECTS

The goal of this project and exhibit is to allow 4-H member to:

- Use the scientific method to gain an understanding of how things work and the variables that affect them.
- Take an open and creative approach to problem solving.
- Learn that a successful outcome is based not on personal opinion but on scientific facts.
- Improve written and visual communication skills. 4-H members are encouraged to use their 4-H projects as the basis for their scientific research and discovery project. Exhibits should relate to one of the following topics:
 - Behavioral and Social Sciences
 - Biochemistry, Medicine, and Health Sciences
 - Botany and Zoological Sciences
 - Computer Science
 - Earth and Space Sciences
 - Engineering
 - Environmental Sciences
 - Mathematics
 - Physical Sciences

A few resources for finding project ideas are:

WWW Virtual Library: Science Fairs –

<http://physics.usc.edu/~gould/ScienceFairs/> Information about Oklahoma Science Fairs – <http://ossef.zfairs.com> Displays without reports will be judged accordingly. Displays with reports will be placed above those missing reports.

Displays must be free standing and are limited to 3' x 4' (width x depth) when sides are extended. Commercially available "Science Fair Presentation Boards" are encouraged.

► Class Number

1. Beginning Division (**Grades 3-5**) – A display illustrating the project.
2. Intermediate Division (**Grades 6-8**) – A display with an accompanying report of approximately two typewritten pages.
3. Advanced Division (**Grades 9-12**) – A display and a written report about the project that includes an interview with a scientist, science teacher or someone who is knowledgeable about the area that is being studied (Example: a beekeeper could help with bee projects.) Reports should be three (3) to five (5) pages in length.
4. Team Exhibit (**All ages**) – Team may include a maximum of three members. A display and a written report about the project. It is recommended that it include an interview with a scientist, science teacher or someone who is knowledgeable about the area being studied.

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(Example: an engineer could help with engineering projects.) Reports should be three to five pages in length.

FAMILY AND CONSUMER SCIENCES DIVISION

SECTION 306 Design and Construction

Use a safety pin and attach it directly to the exhibit when at all possible. NEVER attach sheet to a hanger! The sheet MUST be completed by the 4-H member. The skill mastery sheet <https://4h.okstate.edu/projects/design-and-construction/curriculum-andpatterns.html> is an education tool to guide project work. Click Sample Technique Cards to find instructions for many of the techniques noted in the skill sheets (i.e., facings, zippers, hems, fasteners, etc.).

Instruction Sheets for the projects listed can be found at: <https://4h.okstate.edu/projects/design-andconstruction/project-guide-sheets.html>

Fair exhibits have been carefully selected and directed for members to investigate and learn specific skills/information and to demonstrate mastery of these skills/information.

The end-product/exhibit is being evaluated on the skills “learned/mastered.”

The skill sheet serves as the member’s “personal reflection” and communicates to the judge what was learned. Why is this important? Because in 4-H, the reflection and application of what was learned is more important than the end product/exhibit.

The skill sheet is to be used as a planning tool. It is important that each 4-H member take responsibility for the life skill of “learning to learn.” This may require members, leaders, and educators to look up terms and learn techniques as part of the educational process.

Resources, instructions, and project guides are posted online. Members are encouraged to seek out other valid resources which teach proper technique and knowledge in the areas of design and construction.

General Skills to be mastered in project/product in ADC, IDC and HTDC:

- ♣ Structural Design: Construction technique, size, form, color, and texture suited to the materials and product end use.
- ♣ Elements of Design: The finished product illustrates the member is learning or “mastering” the basic elements of design - line, shape or form, texture, color, and space.
- ♣ Principles of Design: The finished product illustrates an awareness and application of the principles of harmony,

proportion, balance, rhythm, and emphasis adding dimension, interest and/or appeal to the finished product.

♣ Surface Design: This is any lines, shapes, colors, textures, or materials applied to the product or item’s design that creates an emotional or personal quality, individuality, and creative expression without disturbing initial/end purpose/how it is used. Design is that “something” which makes the item unique to the individual designer.

Reports/Descriptions/Expense Sheet/etc. – Exhibits requiring a report/description/expense sheet of any kind, can be typed or neatly/legible handwritten. The report should be one-two pages. If typed, it must be double spaced using a minimum of 12-point font. Report MUST be SECURELY attached to the exhibit

APPAREL DESIGN & CONSTRUCTION – (ADC)

Grades 3-5 - Review section 4306 general instructions. Project must have at least two (2) skills/techniques identified as appropriate for the ADC Level 1 or Level 2 project work. Some classes have specific skills/techniques which must be incorporated into the exhibit.

1. Simple Tops (shirt, tank top, t-shirt, vest, poncho, costume, or any other similar simple top). No lined garments. Exhibits in classes 01 and 02 are to be SIMPLE. Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings Level 1 Mastery Sheet: Buttons, Casing, Hem, Seams, Seam Finishes.
2. Simple Bottoms (shorts, capris, pants, skirts, costume, or any other similar simple bottom). Garments are not to be lined, have pockets or a zipper. Exhibits in classes 01 and 02 are to be SIMPLE. Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings Level 1 Mastery Sheet: Hem, Seams, Seam Finishes, Waistband.
3. Simple Lined or Unlined One-piece garment with one or one or more: pocket, waistband or facing (top, bottom, robe, jacket, dress, jumpsuit, vest, poncho/shawl costume, or any other similar one-piece garment). Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 1 or 2 Mastery Sheet: Facing, Pocket, Waistband, Zipper, Interfacing, Seam Finish. Waistband can be a flat front band and elastic back.
4. Non-human Apparel (doll, pet or livestock garment/costume, or any other similar item)
5. Simple Sewn Fashion Accessory (sewn hat, scarf, bag, wallet, purse, mittens, string-pack or textile-based jewelry, or any other similar sewn fashion accessory)
6. Knitted/Crocheted Fashion Accessory (knitted/crocheted hat, scarf, bag, wallet, string-pack, or textile-based jewelry, or any other similar knitted/crocheted fashion accessory). Exhibit must

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have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 1 or Level 2 Mastery Sheet: Crochet, Knitting.

7. "Recycled/Upcycled" Apparel/Garment/Fashion Accessory with before and after (garment/accessory being worn) pictures and a written description of the design and construction process/steps the member undertook and reason(s) for "redesign." See Frugal Fashion Instruction Sheet and other OK Recycle and Redesign resources.

** See Class 20 All Grades: Apparel Design Project Portfolio

Grades 6-8 - Review section 4306 general instructions. Project must have at least two (2) skills/techniques identified as appropriate for the ADC Level 2 or Level 3 project work. Some classes have specific skills/techniques which must be incorporated into the exhibit.

8. Blouse/Shirt with sleeves and closure. Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 3 Mastery Sheet: Buttons and Buttonhole, Fasteners, Sleeves, Zipper. No jackets, coats, or vests.

9. Lined or Unlined Bottom with zipper and pocket(s) Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 3 Mastery Sheet: Interfacing/Underlining, Lining, Pockets, Zippers. Pocket style must be one described on the skill sheet.

10. Lined or Unlined Two-piece garment (coordinating top and bottom, jacket/vest with bottom/dress, PJ's, uniform, costume, or any other similar two-piece coordinate). Exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 3 Mastery Sheet: Buttons and Buttonhole, Fasteners, Interfacing/Underlining, Lining, Pockets, Sleeves, Zipper.

11. Sewn Fashion Accessory with closure/fastener and seams. (Examples: hat/earmuffs, wallet, bag/purse/backpack, costume accessory (such as gloves, apron, bustier), textile-based jewelry, or any similar sewn accessory. See specific skills/techniques listed under the following headings Level 3 Mastery: Buttons and Buttonholes, Fasteners, Seams, and Seam Finish which may apply.

12. Fashion Garment or Accessory created by Knitting/Crocheting/Tatting/Felting or similar technique. No accessory is to be constructed from commercial/purchased fabric (woven, knit, felt, etc.) Knitted or crocheted exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 3 Mastery Sheet: Crochet and/or knitting.

13. "Recycled/Upcycled" Apparel/Garment/Fashion Accessory with before and after (garment/accessory being worn) pictures and a written description of the design and construction process/steps the member undertook and reason(s) for "redesign." See Frugal Fashion Instruction Sheet and other OK Recycle and Redesign resources.

** See Class 20 All Grades: Apparel Design Project Portfolio

Grades 9-12 - Review section 4306 general instructions. Project must have at least two (2) skills/techniques identified as appropriate for the ADC Level 3 or Level 4 project work. Some classes have specific skills/techniques which must be incorporated into the exhibit.

14. One-piece lined or unlined garment (pants, skirt, coat, jacket, dress, jumpsuit, uniform, formalwear, costume, or any other similar garment) with two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 4 Mastery Sheet: Collar/Cuff, Buttons and Buttonholes, Fasteners, Hem, Interfacing/Under lining/Interlining, Lining, Seam, Seam/Finish, Zipper.

15. Two-piece lined or unlined ensemble/coordinate (coat/jacket/vest/shirt/blouse with dress/pants/slacks/skirt/etc., suit, costume, or any other similar two-piece coordinate with two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 4 Mastery Sheet: Collar/Cuff, Buttons and Buttonholes, Fasteners, Hem, Interfacing/Under lining/Interlining, Lining, Seam, Seam/Finish, Zipper.

16. Sewn Fashion Accessory with closure/fastener and seams. (Examples: hat/earmuffs, wallet, bag/purse/backpack, costume accessory (such as gloves, apron, bustier), textile-based jewelry, or any similar sewn accessory. See specific skills/techniques listed under the following headings Level 3 Mastery: Buttons and Buttonholes, Fasteners, Seams, and Seam Finish which may apply.

17. Fashion Garment or Accessory created by Knitting/Crocheting/Tatting/Felting or similar technique. No accessory is to be constructed from commercial/purchased fabric (woven, knit, felt, etc.) Knitted or crocheted exhibit must have two (2) or more of the specific skills/techniques listed under any of the following headings in the Level 4 Mastery Sheet: Crochet and/or knitting.

18. Functional Fashion Accessory or Garment designed for Special Needs. "Special Needs" being the individual requirements of a person with a mental, emotional, physical disability or disease." MUST include a description of whom it was made for, why the need, any special adaptations per the individuals request and any other pertinent information supporting the finished product. (Examples of fashion accessories or garment: apron/tidy-top; garment adaptation; mastectomy pillow; cancer cap/hat; slippers/shoes; wheelchair - coat, gloves, backpack, cell phone caddy; etc. This exhibit is for fashion accessories and garments worn by the person. See IDC class 40 for other special needs items.) See Citizenship through Service Learning and Sewing for Special Needs instructions.

19. Recycling/Upcycling Apparel on a Budget – Focus is on the skill/technique mastery applied to the recycling/upcycling of a garment with a budget of \$10. Must include an expense sheet for any supplies/garments purchased. In kind or on hand supplies (thread, fabric/trim scraps, buttons, interfacing, etc.) used in the

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design and construction are also to be listed on the expense sheet. The exhibit must include before and after (garment being worn) pictures and a written description of the design and construction process/steps the member undertook. See Frugal Fashion Instruction Sheet and other OK Recycle and Redesign resources.

** See Class 20 All Grades: Apparel Design Project Portfolio

All Grades - ADC 20. All Grades: Apparel Design Project Portfolio: A portfolio is a great record keeping tool. It will be a valuable source for ideas and future projects, a place to share any project work done in ADC and provide a place to show samples of new

INTERIOR DESIGN & CONSTRUCTION - (IDC)

The IDC project must be made largely from a textile product unless otherwise stated. A textile is a flexible material made of fiber/thread/yarn. Textiles are formed with various methods including weaving, knitting, crocheting, knotting, or felting. Other words for textiles are cloth and fabric.

Grades 3-5 - Review section 306 general instructions. Project must have at least two (2) skills/techniques identified as appropriate for the ADC Level 1 or Level 2 project work. Some classes have specific skills/techniques which must be incorporated into the exhibit. The following headings on the Mastery Sheets are just a few examples of skills/techniques which apply to many of the projects listed in IDC: Buttons, Casing, Gathering, Hem, Seam, Seam Finish, Buttons and Buttonhole, Crochet, Darts, Facing, Fasteners, Interfacing, Knitting, Pleats, and Zipper.

21. Home Accent Kitchen: apron, food caddy/warmer, appliance cover, message center/board, simple curtains, tablecloth, simple table runner, hand/dish towel, potholders, hot pad, lunch bag, (1) placemat, (2) napkins, or any other similar item for the kitchen. All exhibits should illustrate some skill mastery of hand or machine sewing techniques

22. Home Accent Bedroom: Examples: two pillowcases, two coordinating pillows, pair of curtains (no commercially produced linens), or any combination of two coordinating pieces (i.e., blanket/quilt with binding, lamp shade, lap desk, rug-latched/woven/braded/etc., painted floor cloth, any other item) for the bedroom).

23. Simple Storage Bag without zipper: laundry, jewelry, cosmetic/toiletry/shaving/pencil, book/electronic cover, or any other similar bag for home/school/office/shop/vehicle/exercise/hobby/barn/etc. No fashion accessory type bags.

24. Home Accent Storage: bucket caddy, hanging storage unit, under-bed storage, basket liners, storage box, locker storage, scrapbook cover, or any other similar item. No bags.

25. Seasonal Décor sewn from fabric: table runner, (1) placemat with napkin, wall hanging, yard flag/banner/windsock, centerpiece, decoration, or any other similar item, sewn by hand

or machine stitching. This class is not intended for full size quilts/blankets which do not fit "seasonal décor."

26. Recycled/Upcycled Furniture – Painted, stained, refinished, decoupage, tiled or upholstered furniture, or any other appropriate technique not stated to recycle/repurpose a piece of furniture. Purchasing an unfinished piece of furniture does not qualify as recycling/repurposing. MUST include before and after (furniture displayed, showing how it was designed to fit a room's décor) photos, a description of the process - inspiration/design process, who it was made for, why the need, any special considerations, or any other pertinent information supporting the finished product. See Recycle and Redesign instruction sheet.

** See Class 39 All Grades: Special "Needs" Accessory

** See Class 40 All Grades: Seasonal Décor non fabric

** See Class 41 All Grades: Interior Design Project Portfolio

Grades 6-8 - Review section 4306 general instructions. Project must have at least two (2) skills/techniques identified as appropriate for the ADC Level 2 or Level 3 project work. Some classes have specific skills/techniques which must be incorporated into the exhibit. The following headings on the Mastery Sheets are just a few examples of skills/techniques which apply to many of the IDC projects listed: Buttons and Buttonhole, Casing, Crochet, Darts, Facing, Fasteners, Gathering, Hem, Knitting, Pleats, Seam, Seam Finish, Zipper, Applique, Interfacing/Underlining, Lining, Pockets, Staystitching, Trim(s), Top Stitching and Zipper.

27. Design Storyboard – For an "Ultimate/Ideal" Room. Include color scheme, wall treatment, floor treatment, floor plan, etc. The exhibit will consist of a multimedia presentation, notebook, or story board (matte or foam core board 20" x 15") with the above items and a description of what was learned. Project can include but not limited to pictures, samples, diagram of room arrangement, drawings, narration, cost comparison of supplies, arrangements, and budget/cost, etc. for project. See Storyboard instruction sheet.

28. Home Accent Kitchen: apron, food caddy/warmer, appliance cover, message center/board, simple curtains, tablecloth, simple table runner, hand/dish towel, potholders, hot pad, lunch bag, (1) placemat, (2) napkins, or any other similar item for the kitchen. All exhibits should illustrate some skill mastery of hand or machine sewing techniques

29. Home Accent Bedroom: Examples: two pillowcases, two coordinating pillows, pair of curtains (no commercially produced linens), or any combination of two coordinating pieces (i.e., blanket/quilt with binding, lamp shade, lap desk, rug-latched/woven/braded/etc., painted floor cloth, any other item) for the bedroom). Added to beginning level new class 22

30. Storage Bag with some type of closure other than drawstring: laundry, jewelry, cosmetic, toiletry, shaving, pencil, gym, tool, equipment, sewing bag, book, electronic, computer cover, garment bag, or any other similar bag for

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home, school, office, shop, vehicle, exercise, hobby, barn, etc. No fashion accessory type bags.

31. Home Accent Storage: bucket caddy, hanging storage unit under bed storage, basket liners, storage box, scrapbook cover, or any other similar item.

32. Seasonal Décor sewn from fabric: table runner, (2) placemats with napkins, wall hanging, yard flag/banner/windsock, centerpiece, decoration, or any other similar item, sewn by hand or machine stitching. This class is not intended for full size quilts/blankets which do not fit "seasonal décor."

33. Recycled/Upcycled Furniture – Painted, stained, refinished, decoupage, tiled or upholstered furniture, or any other appropriate technique not stated to recycle/repurpose a piece of furniture. Purchasing an unfinished piece of furniture does not qualify as recycling/repurposing. MUST include before and after (furniture displayed, showing how it was designed to fit a room's décor) photos, a description of the process - inspiration/design process, who it was made for, why the need, any special considerations, or any other pertinent information supporting the finished product. See Recycle and Redesign instruction sheet.

** See Class 39 All Grades: Special "Needs" Accessory

** See Class 40 All Grades: Seasonal Décor non fabric

** See Class 41 All Grades: Interior Design Project Portfolio

Grades 9-12 - Review section 4306 general instructions. Project must have at least two (2) skills/techniques identified as appropriate for the ADC Level 3 or Level 4 project work. Some classes have specific skills/techniques which must be incorporated into the exhibit. The following headings on the Mastery Sheets are just a few examples of skills/techniques which apply to many of the projects listed: Applique, Buttons and Buttonhole, Bias Tape, Couture Technique/Historic Technique, Crochet, Darts, Facing, Fasteners, Hem, Interfacing/Underlining, Knitting, Lining, Mitered Corners, Pleats, Pockets, Seam, Seam Finish, Staystitching, Trim(s), Top Stitching and Zipper.

34. Design Storyboard – For an "Ultimate/Ideal" Room. Include color scheme, wall treatment, floor treatment, floor plan, etc. The exhibit will consist of a multimedia presentation, notebook, or story board (matte or foam core board 20" x 15") with the above items and a description of what was learned. Project can include but not limited to pictures, samples, diagram of room arrangement, drawings, narration, cost comparison of supplies, arrangements, and budget/cost, etc. for project. See Storyboard instruction sheet.

35. Home Accent Living/Family room- any combination of two-piece coordinates for the living/family room (slipcovers, lined or unlined curtains/drapes/shades, pillows, lap throw/lap quilt, remote caddy, ottoman, lamp shade, fireplace mantel scarf, doily, or any other similar item). No

full-size quilts, full size quilts would be exhibited in classes 54 or 55.

36. Home Accent Outdoors/Patio/Camping – any combination of a two-piece coordinate (picnic/BBQ accessories, patio furniture cushions/covers, shades, (1) placemat with napkin (this is a "set" and does not count as a two-piece coordinate), utensil/condiment caddy, insulated carrier, picnic blanket, outdoor sling chair, hammock, sleeping bag, or any other similar item not stated for outdoors/patio/camping.

37. Recycled/Upcycled Furniture – Painted, stained, refinished, decoupage, tiled or upholstered furniture, or any other appropriate technique not stated to recycle/repurpose a piece of furniture. Purchasing an unfinished piece of furniture does not qualify as recycling/repurposing. MUST include before and after (furniture displayed, showing how it was designed to fit a room's décor) photos, a description of the process - inspiration/design process, who it was made for, why the need, any special considerations, or any other pertinent information supporting the finished product. See Recycle and Redesign instruction sheet.

38. Seasonal Décor sewn from fabric: table runner, (2) placemats with napkins, wall hanging, yard flag/banner/windsock, centerpiece, decoration, or any other similar item, sewn by hand or machine stitching. This class is not intended for full size quilts/blankets which do not fit "seasonal décor."

** See Class 39 All Grades: Special "Needs" Accessory

** See Class 40 All Grades: Seasonal Décor non fabric

** See Class 41 All Grades: Interior Design Project Portfolio

All Grades - IDC

39. Functional Home Accessory design for Special "Needs" – "Special Needs" being the individual requirements of a person with a mental, emotional, physical disability or disease. MUST include a description of who it was made for, why they need it, any special adaptations per the individual's request and any other pertinent information supporting the finished product. (Examples of housing accessories for special needs: sensory swing, activity station, fidget quilt, blanket, mat; bedding, pillows, lap blanket, weighted pressure gravity blanket, bed chair walker caddy; bath or kitchen accessory; bedrail, storage; etc.) See Citizenship through Service Learning and Sewing for Special Needs instructions.

40. Seasonal Décor non fabric/textile: wall hanging, centerpiece, decoration, or any other similar item not stated. Exhibits are not to be constructed primarily from fabric or any textile-based product. It can have some textiles (i.e., lace, ribbon, buttons, etc.)

41. Interior Design Project Portfolio: A portfolio is a great record keeping tool. It will be a valuable source for ideas and future projects, a place to share any project work done in IDC and provide a place to show samples of new techniques or

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knowledge explored in IDC. It is a notebook with three (3) sections – 1) Projects/Products, 2) Sample Technique Pages and 3) Creative Inspirations and Ideas. See Design Portfolio instructions. All Portfolios, regardless of grade, will be judged together.

HOBBIES/TEXTILE DESIGN AND CONSTRUCTION - (HTDC) HTDC projects are made from a textile product created by the exhibitor, unless otherwise stated. A textile is a flexible material made of fiber/thread/yarn. Textiles are formed with various methods including weaving, knitting, crocheting knotting, or felting. Other words for textiles are cloth and fabric.

Grades 3-6 - Review section 4306 general instructions. Project must have at least two (2) skills/techniques identified as appropriate for the ADC Level 1 or Level 2 project work. Some classes have specific skills/techniques which must be incorporated into the exhibit. See sample technique cards for some of the HTDC techniques.

42. Simple Sewn Stuffed animal, doll or puppet with both hand and machine stitching techniques. Focused on showing technique mastery/what was learned constructing the finished product.

43. Decorative Textile Technique: Skill technique(s) being mastered/learned - screen printing, transfer printing, fabric pens, tie dye, batik, stenciling, block printing or a similar method applied to a textile foundation such as a piece of clothing, fashion accessory or home décor purchased or sewn by the exhibitor. Any skill technique listed in classes 44-47 are not to be exhibited in this class. Focus is on the 1) mastery of one or more decorative textile technique, 2) creativity, and 3) mastery of the use of the elements and principles of design.

44. Textile Fabric Creation: Skill technique(s) being mastered/learned - weaving (beading or textile), latch hook, braiding, macramé, knitting, crochet, felting, basket weaving or a combination of one of these techniques to create a textile. "Textile" defined as any woven, looped, or felted thread or fiber. Focus is on 1) the mastery of one or more defined textile technique(s) used to complete a finished product 2) creativity and 3) master of the use of the elements and principles of design. Examples: toy/game (rug for doll house, doll, ball, etc.), home décor (doily, table scarf, pillow, coaster, wall hanging, plant hanger, small basket, linen - dish cloth, scrub, towel, pillow cover, etc.), clothing/fashion accessory (hat, scarf, purse/bag, jewelry, etc.) or similar small item. Any skill technique listed in classes 43, 45-48 are not to be exhibited in this class.

45. Needle Art by Hand: Skill technique(s) being mastered/learned - hand embroidery, counted cross-stitch, needlepoint, crewel embroidery, needle punch or smocking applied to towel, pillowcase, garment, home accessory. Pictures must be framed. Base/foundation for needle art can be purchased or sewn by the exhibitor. Focus is on 1) the mastery of one or more "hand" needle art technique(s), 2) creativity, and 3) master of the use of the elements and principles of design.

46. Needle Art by Machine: Simple machine embroidery, cross stitch/decorative stitches, or applique applied to small decorative items, home accessories, towel, pillowcase, garment, picture, flag, banner, windsock, etc. Base/foundation for needle art can be purchased or sewn by the exhibitor. Focused on 1) the mastery of machine created needle art techniques, 2) creativity, and 3) master of the use of the elements and principles of design. NO full size quilts.

47. Machine Pieced or Appliquéd Item –Skill technique(s) being mastered/learned is machine piecing and/or applique in the creation of a "textile/fabric. From the piece, design and construct apparel, fashion accessory, or home décor item. Focus is on 1) the mastery of one or more "machine pieced or appliqued technique(s)", 2) creativity, and 3) master of the use of the elements and principles of design. Examples might include picture or wall art, pillow, bag, doll quilt, flag, banner, windsock, etc. NO full size quilts.

48. Repurposed Textile Creation: Item made from repurposed textile material/product which can be worn/carried or used in the home. MUST include before and after (a picture being worn or displayed, showing how it was designed to fit room décor) photos, a description of the process - inspiration/design process, who it was made for, why the need, any special considerations, or any other pertinent information supporting the finished product. Focused on 1) appropriate use of repurposed textile, 2) quality of end product, 3) creativity, and 4) application of the elements and principles of design. Attach See Recycle and Redesign instruction sheet.

** See Class 57 All Grades: Hobbies and Textiles Design Project Portfolio

** See Class 58 All Grades: Quilts of Valor Community Service

Grades 7-12 - Review section 4306 general instructions. Project must have at least two (4) skills/techniques identified as appropriate for the ADC Level 3 or Level 4 project work. Some classes have specific skills/techniques which must be incorporated into the exhibit. See sample technique cards for some of the HTDC techniques.

49. Stuffed animal, doll, or puppet with a minimum of two (2) hand and two (2) machine sewing techniques (i.e., embroidered/appliqued/textile painted facial features, hair constructed from yarn/floss/fur, movable parts (arm, mouth, legs, etc.), use of fake fur, or any other similar combination of techniques showing mastery of skill/technique applied to the finished product.

50. Decorative Textile Technique: Create a piece of fabric using two (2) or more decorative textile techniques described in class 43. From the piece of fabric, design and construct apparel, fashion accessory, or home décor item. Any skill technique listed in classes 51-56 are not to be exhibited in this class. Focus is on the 1) mastery of technique, 2) the creative and appropriate blending of two or more decorative textile techniques, 3) the fabric/trim fittingly showcased in a finished product, and 4) master of the use of the elements and principles of design.

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51. Textile Fabric Creation: Design and construction of an original textile [fabric or trim] using at least two (2) techniques described in **class 44**. Additional techniques might include but are not limited to hand spinning, cotton linter, and tatting. From the textile fabric, design and construct apparel, fashion accessory, or home décor item. Focus is on 1) the mastery of two or more textile technique(s) used to produce a textile, 2) creative and appropriate use of the “textile” in finished product, and 3) mastery of the use of the elements and principles of design. Any skill technique listed in classes 50, 52-56 are not to be exhibited in this class.

52. Needle Art by Hand: Two (2) or more of these “hand” technique(s). Techniques include but are not limited to embroidery [floss, yarn (crewel) or ribbon], cross-stitch, needlepoint, needle punch, smocking, Trapunto quilting, hand quilting, or similar techniques. Base/foundation for needle art can be purchased or sewn by the exhibitor. Exhibit must be a finished product, ready to display/use. Focus is on 1) the mastery of two or more “hand” needle art technique(s), 2) creativity, and 3) a mastery of the use of the elements and principles of design. This class is not intended for pieced quilts which do not fit the criteria described. A pieced quilt would be exhibited in class 54 or 55.

53. Needle Art by Machine: Two (2) or more of these “machine” techniques: original free motion embroidery/thread painting, “modified” commercial/software-based embroidery design (must describe modification(s) on skill mastery sheet), Trapunto quilting, quilting, applique, or other advanced needle art technique(s) applied to clothing, fashion accessory or home/school/office décor. Base/foundation for needle art can be purchased or sewn by the exhibitor. Focus is on 1) the mastery of two or more “machine” created needle art techniques, 2) creativity, and 3) a mastery of the use of the elements and principles of design. This class is not intended for pieced quilts which do not fit the criteria described. A pieced quilt would be exhibited as class 54 and 55.

54. Hand Pieced and/or Hand Appliquéd Item finished with Hand quilting. Piecing and/or applique and quilting **MUST** have been done by hand, not by machine. Examples might include picture or wall art, pillow, bag, doll quilt, table runner, lap robe, etc. Focus is on 1) the mastery of “hand work,” 2) creativity and 3) the mastery of the use of the elements and principles of design.

55. Machine Pieced and/or Machine Appliquéd Item finished with Machine Quilting. Quilting must be done by the exhibitor. Examples might include picture or wall art, pillow, bag, doll quilt, lap robe, table runner, etc. Focus is on 1) the mastery of one or more “machine pieced or appliqued technique(s),” 2) creativity, and 3) mastery of the use of the elements and principles of design.

56. Repurposed Textile Creation: Item made from repurposed textile material/product which can be worn, used in the home, at school, in the office, on the job, car/boat/vehicle, etc. **MUST** include before and after (a picture being worn or displayed, showing how it was designed to fit room décor) photos, a

description of the process - inspiration/design process, who it was made for, why the need, any special considerations, or any other pertinent information supporting the finished product. Focused on 1) appropriate selection of textile, 2) appropriate construction techniques for end use, 3) creativity, and 4) the use of the elements and principles of design. See Recycle and Redesign instruction sheet.

** See Class 57 All Grades: Hobbies and Textiles Design Project Portfolio

** See Class 58 All Grades: Quilts of Valor Community Service

All Grades - HTDC

57. Hobbies and Textiles Design Project Portfolio: A portfolio is a great record keeping tool. It will be a valuable source for ideas and future projects, a place to share any project work done in HTDC and provide a place to show samples of new techniques or knowledge explored in HTDC. It is a notebook with three (3) sections – 1) Projects/Products, 2) Sample Technique Pages and 3) Creative Inspirations and Ideas. See Design Portfolio instructions. All Portfolios, regardless of grade, will be judged together.

58. Quilts of Valor Community Service – Group or individually constructed quilt, constructed for the express purpose of being presented to a Veteran as part of the Quilts of Valor program. When available, attach the presentation script used in the Awards Ceremony or a copy of the report submitted to Quilts of Valor (<https://www.qovf.org/take-action/report-a-quilt-of-valor-award/>). Pictures of the presentation welcome. Be sure to have the veteran’s approval to use their picture for display.

SECTION 307

4-H BABYSITTING/CHILD CARE

Individual 4-H member can enter one exhibit per class but is restricted to those exhibits designed for his or her grades.

Please reference the 4-H Military Partnership guide for Babysitting, updated in 2020. <https://4-hmilitarypartnerships.org/resources/educator-resources/youth-babysitting-for-more>

Junior (Grades 3-7)

► Class Number

1. **Baby Book:** Any practical size, minimum of 5 pages covering at least 9-10 months of development. Includes photographs, drawings, mementos, and comments on developmental milestones. Must be clear that 4-H’er has contributed child development information to the book. Baby books prepared earlier by parents may not be entered unless 4-H’er reworks the information. Handwriting should be the youth preparing the exhibit, not an adult. Do not confuse it with class 5, Children’s Book. See Unit One, pages 13.
2. **Puzzles Help Children Learn:** (Any Size) Two (2) puzzles developmentally appropriate for children at two

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distinct ages and ability levels. Each puzzle must have its own storage box. Puzzles must be sturdy and covered so they can be cleaned with a damp cloth. Describe the child for whom each puzzle would be appropriate by giving the child's ages, interest, and ability. Puzzles should be suitable for either boys or girls. Commercially made puzzles are not eligible. See Unit One, pages 13.

3. **Child Care Poster:** Must be 14" x 22" and must be permanently signed and dated on the back prior to lamination. Text of posters should be readable from at least 10 feet away. Choose one of these topics to develop poster. Behavior and Guidance - Include pictures & facts about child development. (See Unit One, pages 14-15 and No. 706); Safety Risks and Procedures - include common safety risks that a babysitter needs to be aware of and procedures to address the safety issue (See No. 575, pages 4-7, Unit 1, pages 16-17, Unit 2, pages 28-29; 4-H Army Child & Youth Services Babysitting Student Guide, pages 25-44); Ages and Stages of Development (No. 575, page 10, 4-H Army Child & Youth Services babysitting Student Guide, pages 49-50).
4. **4. Basic First Aid Kit:** Create a basic first aid kit from scratch (not a purchased kit) that includes the basic supplies to take care of small accidents such as bumps, scrapes, stings, and sprains. Include an emergency contact list in the kit that includes but is not limited to: Emergency numbers for police, fire department, poison control, veterinarian, etc. Include a supply list and the cost to put the kit together. The kit should be in a container with a lid or zipper closure. Make sure it is a label on the kit that identifies it as a "First Aid Kit". See 4-H Army Child & Youth Services Babysitting Student Guide, pages 37-41.

Senior (Grades 8-12)

5. **Children's Book:** Written, illustrated, and constructed by 4-H'ers. May be written for a specific child with text relating to that child or for children of certain age ranges. Indicate appropriate ages range. Construction paper, computer printout, cloth or poster board may be used. Illustrations may be drawn, photographs, appliqués, magazine pictures or reassembled from other books. See No. 707, Books for Children. Do not confuse it with class 1, Baby Book.
6. **Surprise Suitcase:** Fill a suitcase with homemade or store-bought items you use while babysitting. This could include books, puzzles, games, play dough, balls, costumes, etc. Indicate appropriate age child to use each item. Include records of how children have responded to materials. Package in suitcase that can be taken to the home. See No. 722 Child Care Kit. May include commercial puzzles.
7. **Create a Game:** Create a board game or card game to teach a specific topic to a child. Examples might include but are not limited to: Hygiene practices, exercise and fitness, safety, etc. Game boards must be 14"X22" and

must be permanently signed and dated on the back prior to lamination. Make sure to laminate game boards, cards or any pieces made of paper so that they are durable. Include written instructions of the rules of the game. Note in the instructions the age appropriateness of the game.

SECTION 308 4-H FOOD SCIENCE & Nutrition EXHIBITS

Individual 4-H members can enter one entry per class but are restricted to those exhibits designed for his/her grade. Educational exhibits must fit 3' x 4' (width x depth) space, with sides extended. Exhibits must be FREE STANDING with sides attached.

Poster must be constructed on poster board any size up to 14" x 22". Poster and displays must be permanently signed and dated on the back prior to lamination. Text of posts and displays should be readable from at least 10 feet away.

- All food products must be on a paper plate and in a sealed plastic bag. Zip-lock type bags are preferred. The superintendent will only exhibit a slice of cake or bread and one cookie, muffin or roll of all exhibits and will dispose of all excess food.
- 4-H'ers may use recipes indicated in the food science manuals or any other recipe that fits the exhibit requirements. Cakes must be made from scratch using a shortening mixing method (no angel food or chiffon-type). Bread machines may be used for the bread exhibits, but bread must be made from scratch -- no mixes.
- Dried foods should be exhibited in a sealed, zip-lock type sandwich bag.
- Canned foods should be placed in colorless, standard canning jars such as those made by Kerr, Ball, etc., and properly sealed with two-piece lids (no paraffin on jams and jellies). Other types of jars will be rejected. Judges will remove the screw bands at the time of judging. Labels should be neat and plainly written. Label should include name of product, date processed, your name, county, and class. Labels are available from the 4-H office or the 4-H catalog.
- Resources can be found at:
<https://4h.okstate.edu/events/okc-tulsa-state-fair/index.html> and
<https://4h.okstate.edu/projects/nutrition-health-wellness/index.html>

Food Preparation Exhibits

Level Two (grades 3-5)

► Class Number

1. Three (3) Muffins
2. Three (3) Rolled Biscuits

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3. Three (3) baked drop cookies (**no shaped cookies such as snicker doodle or peanut butter**)

Level Three (grades 6-8)

4. One-half loaf of any yeast bread (**not a sweet dough; made by hand or in bread machine**)
5. Three (3) yeast cinnamon rolls (**no icing**)
6. Three (3) rolled sugar-type cookies (**no icing, no gingerbread recipes**)

Level Four (grades 9-12)

7. One-half loaf or portion of bread from another culture. Include a one-page story on how this bread fits into that culture and its nutritional contribution.
8. One-half of one 8" or 9" layer **un-iced shortening type cake (no angel food or chiffon)**
9. Two crust fruit pie – 9" of 10" **disposable pie pan**. Crust and filling must be made by exhibitor.

Food Preservation Exhibits

Jar rings should be left on for display. Home canned food entries to be presented in standard jars made for home canning, with a raised pattern or lettering, clear, uncolored glass, and two-piece lids.

Level Two – Grades 3-5

10. One (1) pint or half (½) pint jar of jam or jelly processed in boiling water canner
11. Two (2) pieces of fruit leather
12. One (1) pint or half (½) pint of salsa/picante sauce

Level Three – Grades 6-8

13. One (1) pint jar cucumber pickles
14. One (1) pint or quart of any single canned fruit (not pickled)
15. Dried Fruit (½ cup of a single dried fruit). Display in a sealed plastic sandwich/freezer bag

Level Four – Grades 9-12

16. One (1) pint or quart jar pressure canned vegetables (no tomatoes or pickles)
17. One (1) quart or one (1) pint jar of plain canned tomatoes
18. Dried Vegetable (½ cup of a single dried vegetable). Display in a sealed plastic sandwich/freezer bag

4-H Food Science & Nutrition Poster & Education Displays
Posters and Educational Displays must be permanently signed and dated on the back prior to lamination. Text of posters and displays should be readable from at least 10 feet away. Poster size is 14" x 22". The educational display size is 3' x 4' (depth x width) and self-standing.

Diversity Exhibits

Level Two – Grades 3-5

19. Educational poster based on breads or cheeses of another country or counties.

Level Three and Four – Grades 6-12

20. Educational poster based on the foods from another culture. Can be based on a cultural celebration.

Nutrition Exhibits

Level Two – Grades 3-5

21. Educational poster based on recipe modification for healthful eating.

Level Three – Grades 6-8

22. Educational poster based on the nutritional contributions of fruits and vegetables.

Level Four – Grades 9-12

23. Educational display (3X3) based on a recipe modification to include and original recipe and why modifications were made, benefits of the modifications, how did the modifications impact the above factors and what were other people's responses to the modifications.

Food or Kitchen Safety Exhibits

Level Two – Grades 3-5

24. Educational poster based on kitchen safety.

Level Three – Grades 6-8

25. Educational poster based on protein food safety.

Level Four – Grades

26. Educational poster based on outdoor cookery or grilling.

Other Food Science Exhibits

LEVEL TWO – Grades 3-5

27. Educational poster illustrating a place setting for a specific occasion or menu

28. Bicycle Poster – Create a poster on one of the following: a) bicycle safety b) bicycling as part of healthy living c) maintenance of bicycles.

LEVEL THREE – Grades 6-8

29. Educational display based on a breakfast buffet theme. Should include menu, buffet layout, decorations, invitations, and any additional information

30. Bicycle Poster – Create a poster on one of the following: a) bicycle safety b) bicycling as part of healthy living c) maintenance of bicycles.

LEVEL FOUR – Grades 9-12

31. Educational poster based on careers in the food industry
32. Bicycle Poster – Create a poster on one of the following: a) bicycle safety b) bicycling as part of healthy living c) maintenance of bicycles.

SECTION 309 4-H PERSONAL DEVELOPMENT

All curriculum for Personal Development is posted on the Oklahoma 4-H Literature online website at e Oklahoma 4-H website at: <https://4h.okstate.edu/projects/personal-development/index.html>

PICTURE PERFECT YOUTH CURRICULUM AND LEADER GUIDE

This new curriculum provides specific lessons in each level of the curriculum (beginner, intermediate and advanced) with fair project instructions. On the table of contents of each project manual, lessons with fair projects are noted with a blue-ribbon icon. The score sheet for evaluating fair projects is included in all manuals and leaders guide.

HERITAGE SCRAPBOOK CLASSES

The Heritage Scrapbook project also has a new curriculum. It is posted on the link provided above. The manual provides specific activities for each grade division. Specific activities are required for each grade division and other activities are optional. The Heritage Scrapbook should grow each year! All instructions for completing the Heritage Scrapbook are provided in each activity in the manual. The score sheet for evaluating the Heritage Scrapbook is included in the manual. **Please note that instructions for activities in the Heritage Scrapbook are in BOLD in each lesson. Make sure you refer to the score sheets to double check that all required information is included in the scrapbook for each activity.**

SCRAPBOOK CLASSES

The 4-H Scrapbooking Project has a specific curriculum which teaches youth the basics of scrapbooking. The manual is posted on the link above. Youth are encouraged to go through these six lessons before beginning a scrapbooking project. The score sheet is provided in the 4-H Scrapbooking manual. Posters and educational displays should follow the guidelines on page 3 of the fair book unless different instructions are provided in the project manual. A County may enter one exhibit in each class. Individual 4-H members can enter one exhibit in each class. All Exhibitors must be at least 8 years old and in the 3rd grade by September 1 to exhibit.

Beginning Level (grades 3-5)

1. My Short-Term Goals Poster - Picture Perfect YOUth Beginner Manual: Let's Take A Goal Setting Ride, page 7.
2. Hello to the House Poster - Picture Perfect YOUth Beginner Manual: Who am I? Who are YOU?, page 32
3. That's Write! Poster – Picture Perfect YOUth Beginner Manual: Manners Matter: That's Write!, page 41. The Thank you note subject for 2024 entry is as follows: Your grandmother who lives out of state sent you a \$100 gift card to your favorite online store. Include in your thank you note how you plan to spend the money.

4. My Hands of Service Display – Picture Perfect YOUth Beginner Manual: Helping Hands in Action, Page 62
5. Emergency Preparedness Kit – Picture Perfect YOUth Beginner Manual: Safe in My World, page 87
6. Heritage Scrapbook – Required activities: My Family Tree, Picture This, My Heredity Profile, This is Me. Optional activities: Preserving my Family Traditions and Customs, Digital Scavenger Hunt, Can I Interview You?
7. Scrapbook – 4-6 pages (pages counted just like pages of a book, not plastic sleeves.) Scrapbooks should center around a specific theme such as 4-H projects, family vacations, birthday celebrations, a specific family holiday, etc

Intermediate Level (Grades 6-8)

8. Problem Solving Poster – Picture Perfect YOUth Intermediate Manual: Solutions for Problem-Solving, page 16
9. Media Messages: Myth or Fact? Display -- Picture Perfect YOUth Intermediate Manual: The People in Our Lives, page 46
10. Leadership Banner Poster -- Picture Perfect YOUth Intermediate Manual: Modeling Leadership, page 58
11. My Thumbprint of Character Poster -- Picture Perfect YOUth Intermediate Manual: I.D. Good Character, page 79
12. Cyber Space Safety Board Game -- Picture Perfect YOUth Intermediate Manual: Cyber Space: Keep It Safe, page 89
13. Heritage Scrapbook -- *Required activities:* My Family Tree, Picture This, My Heredity Profile, This is Me, My Day in History, Letter Writing: A Lost Art, Favorite Family Recipe, Hello. My Name is... *Optional activities:* Cultural Museums of Oklahoma, Digital Scavenger Hunt, Can I Interview You?
14. Scrapbook – 8-10 pages (pages counted just like pages of a book, not plastic sleeves.) Scrapbooks should center around a specific theme such as 4-H projects, family vacations, birthday celebrations, a specific family holiday, etc.

Advanced Level (grades 9-12)

15. Goal Setting Collage Poster-- Picture Perfect YOUth Advanced Manual: Be SMART About Goals, page 15
16. The Who, What, Why and How of an Interview Creative Writing Poster -- Picture Perfect YOUth Advanced Manual: Communicating Well with Others, page 34
17. Teambuilding Game Display -- Picture Perfect YOUth Advanced Manual: Teamwork: Towering to Success, page 53
18. My BEST Marketable Skills Display -- Picture Perfect YOUth Advanced Manual: Making Your Mark!, page 73
19. Vehicle Emergency Kit -- Picture Perfect YOUth Advanced Manual: Destination: Safe, page 81
20. Heritage Scrapbook -- *Required activities:* My Family Tree, Picture This, My Heredity Profile, This is Me, My Day in History, Letter Writing: A Lost Art, Favorite

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Family Recipe, Hello. My Name is..., My Family Genogram, My Life Timeline, Cultural History Exploration, Family Holidays. Optional activities: My Family Poem, Digital Scavenger Hunt, Can I Interview You?

21. Scrapbook – 12-16 pages (pages counted just like pages of a book, not plastic sleeves.) Scrapbooks should center around a specific theme such as 4-H projects, family vacations, birthday celebrations, a specific family holiday, etc.

SECTION 310 4-H POSTMARK

4-H'ers may enter one exhibit per class in their grade group. This exhibit consists of postmarks, not stamps. Exhibits may be illustrated. All postmarks must be mounted on either 8½" x 11" notepaper or on photo album pages not to exceed 10" x 17" of any color in a binder. All entries are limited to thirty (30) pages for the collection plus an additional page for the objective of the collection. Plastic cover pages are acceptable to protect the mounts. Any class may be illustrated. The criteria for judging will be:

- Appearance and neatness
- Readability
- Materials related to chosen topic
- Brief written description telling purpose or objective of your collection

Note: Metered postage marks must not be used in nonmetered class exhibits and non-metered postage marks in metered classes. Collections from a commercial source are not eligible for exhibit (IE., through a postal society membership.) At least one-third (1/3) of the postmarks in any collection must have been added during the current project year. This exhibit consists of postmarks, not stamps. All entries must be clearly marked on the front cover or inside the front cover with the member's name and county. 4-H'ers May enter one exhibit per class in their grade group.

Beginning Level (grades 3-5)

► Class Number

1. Postmark for 10 post offices in your home county or surrounding area
2. 30 Oklahoma postmarks
3. 20 topical postmarks (any category)
4. 25 metered postage marks

Intermediate Level (grades 6-8)

5. 30 hand canceled
6. 10-30 postmarks that tell a story
7. 30 or more different slogans
8. 30 topical (any category)
9. 30 metered postage marks

Advanced Level (grades 9-12)

10. 100 hand canceled postmarks

11. 30-75 postmarks that tell a story
12. 50 or more different slogans
13. 50 or more topical (any category)
14. 50 metered postage marks

SECTION 311 4-H ELECTRIC EXHIBIT

- Exhibits must illustrate applications and utilize electrical **energy**. The exhibit must have been constructed by the exhibitor during the year exhibited and must meet electrical safety standards. All exhibits, except lamps, will be judged on electrical wiring, connections, electrical components, usefulness of exhibit, working condition, complexity and design, appearance, originality, workmanship, and safety. Lamps will be judged as described in each class.
- A 4-H member can have only one (1) exhibit in each class. Exhibits should be permanently signed and dated on the bottom or in another inconspicuous location. If not marked, judges my mark or punch.

► Class Number

1. Electric Projects (grades 3-7). Entries include electromagnets, motors, buzzers and direct current circuit breakers.
2. Kit Lamps - (kit construction) (all grades) Electrical wiring and connections, light source and suitability as reading lamp will be judged. Lamps can be floor, desk, or wall models.
3. Original Lamps - (all grades) Originality, workmanship, electrical wiring, and connections, light source and suitability as a reading lamp will be judged. Lamps can be floor, desk, or wall models. (No kits)
4. Educational Poster on careers in the electrical field - (all grades) - Posters must be 14" x 22"
5. Electric and Electronic Circuits. (grades 3-7) The exhibit should be mounted on a board and clearly show all circuits. The exhibit should be operational and demonstrate a useful principle or be functional. The exhibit should include an explanation of the principle being demonstrated.
6. Electric and Electronic Circuits. (grades 8-12) The exhibit should be mounted on a board and clearly show all circuits. The exhibit should be operational and demonstrate a useful principle or be functional. The exhibit should include an explanation of the principle being demonstrated.
7. Exhibit (grades 3-7) Exhibit demonstrating skill or knowledge such as wire sizing; proper wiring of an electrical cord plug, wall outlet, wall switch, 3-way switch, etc. The exhibit should include an explanation of the principle being demonstrated.
8. Exhibit (grades 8-12) of a wiring diagram for a home, other building, or electric supply system for a community.

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- Electronic Concepts Poster (grades 3-7) Poster (14' x 22"). Exhibit showing a basic concept or explaining the proper use of electricity in modern life.
- Electronic Lighting Selection Poster (grades 8-12) Poster (14" x 22"). Exhibit is on information that consumers might use in making a selection of any electronic devices such as computers, games, telephones, lighting fixtures, bulbs, or other electronic device such as computers, games, telephones, lighting fixtures, bulbs, or other electronic devices.

SECTION 312 4-H MODEL ROCKETRY

- Posters must be 14" x 22". Exhibitors are encouraged to laminate all posters or cover them with clear plastic film. Display boards must be limited to a maximum of 2' x 3' and must have a single 1/4" hole drilled at the top center of board to allow for display. Text of posters and displays should be readable from at least 10 feet away.
- Model rockets and posters must be permanently signed and dated in an inconspicuous location prior to lamination. **NO LIVE ROCKET ENGINES WILL BE ALLOWED IN ANY EXHIBIT.** Note: Do not attempt to fly homemade rockets.

They could be dangerous to fly.

- Attach a 3"x 5" index card to the rocket, explaining
- Construction material, how constructed, and goal of project
- Year in project
- Grade of member
- Whether or not made from a kit.
- Other pertinent information

Junior Division (grades 3-7)

► Class Number

- Poster showing the parts of a model rocket, with an explanation of the purpose of each part.
- Poster explaining the function of the model rocket engine
- Poster showing one or more points from model rocketry safety code.
- Model rocket made from a kit. Must be safe and functional for flight.
- Model Rocket designed and built by exhibitor. Must be safe and functional for flight. (These rockets include water rockets, air power rockets, or any rocket built without a commercial kit.)
- Launched rocket – Rocket must have been launched prior to the State Fair. Please include a 3"x5" card stating approximate height rocket flew during launch
- Poster on any other topic pertaining to rocketry. (Examples: History of Rocketry, NASA Rockets, Commercial Rockets, Recent Rocket Launches, Purpose of Rockets, Rocket designs, etc.)

Senior Division (grades 8-12)

- Poster or display showing the parts of a model rocket, with an explanation of the purpose of each part.
- Poster or display explaining the function of the model rocket engine.
- Poster or display showing one or more points from model rocketry safety code.
- Model Rocket designed and built by exhibitor. Must be safe and functional for flight. (These rockets include water rockets, air power rockets, or any rocket built without a commercial kit.)
- Launched rocket – Rocket must have been launched prior to the State Fair. Please include a 3"x5" card stating approximate height rocket flew during launch
- Launched rocket- Rocket must have been launched prior to the State Fair. Please include a 3"x5" card stating approximate height rocket flew during launch.
- Poster on any other topic pertaining to rocketry. (Examples: History of Rocketry, NASA Rockets, Commercial Rockets, Recent Rocket Launches, Purpose of Rockets, Rocket designs, etc.)

SECTION 313 WOOD SCIENCE/INDUSTRIAL ARTS

- These wood science exhibits should demonstrate a project experience which emphasizes the development of woodworking skills, such as: sawing, sanding, planning, alignment of joints, neat use of fasteners (nails, screws, etc.), and careful application of finishes.
- Judging will focus on the evidence of these skills. These exhibits will consist of articles made by 4-H Club members during the past year. The project is not limited to current project idea sheets. It must be proportional and functional and include the same techniques as the listed classes.
- Miscellaneous and refinished class items should be similar in size to the exhibits in the classes listed for the grade division.
- 4-H members can enter one (1) exhibit per class and is restricted to exhibits designed for his or her grade group. Wood science exhibits should be permanently signed and dated in an inconspicuous location.

Wood Science - Junior is grades 3-7; Senior is grades 8-12

► Class Number

- Junior Wood Craft Article
- Senior Wood Craft Article
- Junior Wood Craft Original Design
- Senior Wood Craft Original Design

Beginning Level (grades 3-5)

- Wall mounted rack for hot pads, ties, paper towels or other wall mounted item.
- Puzzle or game
- Spice, what-not or other small shelves
- Book Ends
- Miscellaneous

Intermediate Level (grades 6-8)

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10. Bookcase or entertainment center (without doors)
11. Rack for guns, baseball bat, fishing rods, etc
12. Refinished Item (Attach "before" picture & story with history of item, cost sheet, and description of process used.)
13. Miscellaneous

Advanced Level (grades 9-12)

14. Display curio or gun cabinet (with doors)
15. Table
16. Chest
17. Miscellaneous
18. Refinished Item (Attach "before" picture & story with history of item, cost sheet, and description of process used.)

Junior is grades 3-7; Senior is grades 8-12

Metalwork

19. Junior Metalwork - Embossed, tooled, etched
20. Senior Metalwork - Embossed, tooled, etched
21. Junior Metalwork - Soldered
22. Senior Metalwork - Soldered
23. Junior Metalwork - Arc Welding
24. Senior Metalwork - Arc Welding
25. Junior Metalwork - Gas Shielded Arc Welding
26. Senior Metalwork - Gas Shielded Arc Welding
27. Junior Metalwork - Free Hand Plasma Cutting
28. Senior Metalwork - Free Hand Plasma Cutting
29. Junior Metalwork - Computer Aided Plasma Cutting
30. Senior Metalwork - Computer Aided Plasma Cutting

SECTION 314 4-H SHOOTING SPORTS

- **NO LIVE AMMUNITION, ACTUAL FIREARMS OR PARTS OF FIREARMS THAT COULD BE REASSEMBLED SHOULD BE INCLUDED. ANY MANUFACTURED PART OF A SPORTING ARM MAY NOT BE DISPLAYED. NO KNIVES, AXES, ETC. MAY BE ENTERED.** For exhibits other than posters, attach a 3" x 5" note card to the back of the exhibit describing the exhibit, what was done to create or prepare this exhibit and how the exhibit relates to the Shooting Sports Project. The 4-H member's name and age must be on the back of the poster in the upper left-hand corner.
- All exhibits will be judged on the basis of instructions and standards explained in the Oklahoma "4-H Shooting Sports Exhibit Preparation Guidelines Leaders/Members Guide" #690 (1/2007) which is available through the County Extension Office and on the Oklahoma State 4-H Website: <https://4h.okstate.edu/projects/shooting-sports-curriculum/sitefiles/docs/shooting-sports--project-prep-guide-updated-logo.pdf>
- Posters must be 14" x 22". For display purposed, exhibitors are encouraged to laminate all posters or cover them with clear plastic film. Posters must be permanently signed and dated on the back prior to laminating. Posters may be

horizontal or vertical. Text of poster should be readable from at least 10 ft. away.

- Educational display must be three dimensional and should be mounted on a freestanding display board not to exceed 36" x 36" (width x depth) when the sides are extended for display. Commercially available "Science Fair Presentation Boards" are recommended.
- Exhibits deemed to be inappropriate will not be displayed. Exhibits suggested but not limited to poster, educational displays, journals, slings, quivers, gun stocks, decoys, and equipment.
- If you use text, pictures, drawings, artwork, or other information not created by you in your exhibit, you must cite the source.

Junior Division (grades 3-7) An explanation on a 3 x 5 card must be attached describing the exhibit, what was done to create or prepare this exhibit and how the exhibit relates to the Shooting Sports Project.

► Class Number

1. **Archery Safety:** any related item made
2. **All Other Discipline of Safety:** any related item made
3. **Archery:** any related item made
4. **Air Pistol:** any related item made
5. **Air Rifle:** any related item made
6. **.22 Rifle:** any related item made
7. **Shotgun:** any related item made
8. **Hunting and Wildlife:** any related item made (may include tanned hides, dried and mounted wings, cleaned skulls or other wildlife parts preserved by the 4-H member. Full taxidermy style mounts will not be accepted due to limited space.)

Senior Division (grades 8-12) An explanation on a 3" x 5" card must be attached describing the exhibit, what was done to create or prepare this exhibit and how the exhibit relates to the Shooting Sports Project.

9. **Archery Safety:** any related item made
10. **All Other Discipline of Safety:** any related item made
11. **Archery:** any related item made
12. **Air Pistol:** any related item made
13. **Air Rifle:** any related item made
14. **.22 Pistol:** any related item made
15. **.22 Rifle:** any related item made
16. **Shotgun:** any related item made
17. **Muzzleloading:** any related item made
18. **Hunting and Wildlife:** any related item made (may include tanned hides, dried and mounted wings, cleaned skulls or other wildlife parts preserved by the 4-H member. Full taxidermy style mounts will not be accepted due to limited space.)

SECTION 315 4-H ENTOMOLOGY

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4-H Insect Exhibit

- The exhibits in entomology are planned to build on prior educational experience.
- A 4-H member may enter only one insect collection. All insects must be mounted on standard insect pins which can be purchased from the State 4-H Office. Each insect should be identified by their common name using the correct spelling. A typed master list indicating the scientific order and common name of each specimen should accompany the display. The master list document is located at <http://4h.okstate.edu/events/okc-tulsa-fair/site-files/docs/insect-collection-master-list.pdf>
- Exhibit collections for Classes 1 through 5 are allowed a maximum of five (5) foreign and/or out-of-state collected insects.
- Exhibits in Class 1 (First Year) must be displayed in the folding insect storage box which can be purchased in bulk at <http://www.bioquip.com/search/DispProduct.asp?pid=1002F> or individually from the State 4-H office and covered with plastic wrap.
- Exhibits in Classes 2 through 5 must be in insect display boxes measuring 19" x 16.5" x 3". This is the size of a Cornell University Drawer. These boxes can be purchased at <http://www.bioquip.com/search/DispProduct.asp?pid=1012AM> or made using the pattern available at <http://4h.okstate.edu/events/okc-tulsa-state-fair/site-files/docs/entomology-exhibit-display-box.pdf>. Boxes that are not this size will be **DISQUALIFIED**. At least one-third of the specimens in any collection must have been collected during the current project year building upon your previous collections.
- For more information, instructions, and judging criteria, please see the State 4-H Website.

► Class Number

1. **First Year** — The exhibit shall consist of 25 adult insects (representing at least 5 orders) which are displayed in Folding Insect Storage Box 9"x13"x2.5". This box can be purchased in bulk at <http://www.bioquip.com/search/DispProduct.asp?pid=1002F> or individually from the State 4-H office. Cover with plastic wrap.
2. **Second Year** – The second-year exhibit shall consist of 40 adult insects (representing 8 orders) which are displayed in the insect display box as indicated above.
3. **Third Year** - The third-year exhibit shall consist of 50 adult insects (representing 10 orders) which are displayed in the insect display box as indicated above.
4. **Fourth Year** - The fourth-year exhibit shall consist of 75 adult insects (representing 12 orders) which are displayed in the insect display box as indicated above.
5. **Fifth Year and Beyond** - The exhibit shall consist of 100 adult insects (representing 14 orders) which are displayed in the insect display box as indicated above. There is no limit on the number of years this class may be entered, if exhibit has additions or major

modifications. At least one-third of the specimens in any collection must have been collected during the current project year building upon your previous collections.

6. Self-Determined Entomology Exhibit - Designed to allow exhibitors to prepare educational Entomology exhibits. Exhibits should be educational, neat, and attractive and easy to understand.
A one-page written report explaining the nature or purpose of the project must accompany the exhibit.
 - a. Careers in Entomology
 - b. Biodiversity- the roles insects play in the ecosystem
 - c. Invasive species
 - d. Integrated Pest Management

4-H Honey Exhibits

- Only one exhibit allowed in each class per individual.
- Honey should be placed in colorless one-pint honey jars or standard colorless one- pint fruit jars such as those made by Kerr, Ball, Mason, etc. Other types of jars will be rejected. The jar covers should be new, if possible, and screwed on tight - thus preventing leakages. There should be ¼ to ½ inch of air space below the lid.
- Honey should be clear and free from foreign particles.
- Chunk honey should be perfectly capped, free from stains, beebread, and fingerprints. Edges should be clean cut, not ragged. One piece only in each jar as wide as jar mouth will permit and long enough to extend from bottom to top without jamming.
 - Labels should be neat and plainly written or printed, and include Name, Club, Type of Honey, and Month and Year Collected.
- 7. Comb Honey - one pint jar
- 8. Extracted Honey - one pint jar

SECTION 316 4-H FORESTRY EXHIBIT

- A member may enter one exhibit per class but is restricted to only those exhibits designed for his/her grade group. Forestry boards and exhibits must be signed and dated on the back by the exhibitor. Two holes 1/2 inch in diameter and 1 inch from the top should be drilled in wood boards to facilitate displaying the exhibit.

Tree Leaf Exhibit

- NOTE: Exhibits in classes 1-3 must conform to all requirements, including labeling and display requirements, outlined in 4-H fact sheet #236. "Collecting and Exhibiting Tree Leave <https://4h.okstate.edu/projects/environmental-science/site-files/docs/forestry/2022-collecting-and-exhibitingtree-leaves.pdf>
Each exhibit must be labeled with member's name, county, age, and club name.

Grades 3-5

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► Class Number

1. Collection of 10 leaves from trees native to Oklahoma (no introduced species). One specimen must be from a native evergreen — pine or juniper. Include a twig & buds with each broadleaf specimen. Exhibit must be properly labeled and displayed on board 22" wide and 28" tall.

Grades 6-8

2. Collection of 15 leaf specimens, representing at least three of the five basic leaf types, from trees native to Oklahoma (no introduced species). Two specimens must be from native awl or scale-leaf evergreen pine or juniper. Non-native species are acceptable only if they have been introduced for planting windbreaks and shelterbelts. Include a twig with buds with each broadleaf specimen. Exhibit must be properly labeled and displayed on board 28" tall and 44" wide. Two 28" x 22" boards hinged in the middle are more portable.

Grades 9-12

3. Collection of 20 leaf specimens, representing four of the five basic leaf types, from trees native to Oklahoma. Three specimens must be from needle, scale, or awl-leaf evergreens. Species of pine not native to Oklahoma are acceptable if they have been introduced for planting windbreaks and shelterbelts. The palmate leaf sample must come from a native Oklahoma species.

Wood Sample Exhibit

Wood sample exhibits should conform to instructions outlined by age group in Oklahoma 4-H Fact Sheet #238 "Wood Sample Exhibits"

ALL MEMBERS SHOULD USE THE GUIDELINES FOR CLASS II EXHIBITS

<https://4h.okstate.edu/projects/environmentalscience/site-files/docs/forestry/wood-sample-exhibits.pdf>

4. **All Grades.** The exhibit shall consist of eight (8) wood samples (4 hardwoods and 4 softwoods) mounted on plywood 1/4" thick x 22" wide x 20" high.

Forestry Self-Determined Exhibit

NOTE: Open to 4-H members of all grades. Exhibit suggestions are listed in 4-H Members Guide, "4-H Forestry Self-Determined Exhibits." Pub. #239 (revised 3/05)

[://4h.okstate.edu/projects/environmental-science/site-files/docs/forestry/forestry-selfdetermined-project.pdf](https://4h.okstate.edu/projects/environmental-science/site-files/docs/forestry/forestry-selfdetermined-project.pdf)

The exhibit shall consist of a poster, model, or any one of a great number of other creative efforts by the club member which relates to the science and technology of forestry or is otherwise directly related to forestry. If display not to exceed 36" x 36" (width x depth) or poster not to exceed 14" x 22".

5. Self-determined exhibit, **Grades 3-7**
6. Self-determined exhibit, **Grades 8-12**

SECTION 317 4-H GEOLOGY

- Any eligible 4-H member may participate in collecting, identifying, and preparing rock-mineral-fossil exhibit. Individual 4-H member can enter only one exhibit per class.
- Rock-mineral-fossil exhibitors should securely display their specimens in a box no larger than 24" x 24". Box can be wood, plastic or cardboard but have a method of covering the rocks, minerals and fossils.
- Each sample should be mounted or in a compartment and labeled in a neat, orderly manner. Labels should include common name, date, location found and mineral use. At least one-third of the specimens in any collection must have been added during the current project year

► Class Number

1. 15 different unpolished rocks, minerals, or fossils collected from Oklahoma.
2. 30 different unpolished rocks, minerals or fossils including specimens of sedimentary, igneous, and metamorphic.
3. Self-Determined Exhibit- educational exhibit depicting some phase of geology, testing of minerals, polished rocks, etc. Display should not exceed 24" x 24".

Energy/Petroleum Exhibits

- Posters must be on 14" x 22" poster board. Each must be signed and dated on the back in permanent marker prior to laminating. Text of posters and displays should be readable from at least 10 ft. away. Displays should be self-standing and not bigger than 3' x 3' (width x depth) when sides are extended.

Junior Division (Grades 3-5)

4. Poster on well site safety.
5. Energy/Petroleum Display. Subject of the display should be petroleum products; different types of energy and how they work; or different careers in energy.

Intermediate Division (Grades 6-8)

6. Photography Exhibit over a state park or geological region (not limited to Oklahoma). Four photos mounted on 14" x 14" poster board with detailed explanations and information. Photography Exhibit over a state park or geological region (not limited to Oklahoma). Four photos mounted on 14" x 14" poster board with detailed explanations and information.
7. Poster on Water Mineral Issue. Subject of poster should be one of the following:

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- What water hardness and mineral testing can determine
- Secondary recovery methods
- Dangers of lead in the water

Senior Division (Grades 9-12)

10. Poster of press release collected about the energy information and your interpretation, possibly the Energy Index or other topic.
11. Energy or Petroleum Display. Subject of the display should be areas of the Oklahoma Energy Index; different drilling techniques and how they work; or careers in the energy industry.

SECTION 318 4-H WILDLIFE PROJECTS

- Only one exhibit will be allowed in each class per individual. Individuals may enter in only their respective grade category.
- All exhibits will be judged on the basis of instructions and standards explained in the "4-H Wildlife Project Exhibit Preparation Guidelines"

List of links for facts sheets listed in the below category:

Lit #721 - Self determined 4-H Wildlife and Fisheries Project
[Ideas:https://4h.okstate.edu/projects/environmental-science/site-files/docs/wildlife-and-fisheries/self-determined-wildlife-and-fisheries-project-ideas-721.pdf](https://4h.okstate.edu/projects/environmental-science/site-files/docs/wildlife-and-fisheries/self-determined-wildlife-and-fisheries-project-ideas-721.pdf)

Lit - #719 Food and Cover Cards:
<https://4h.okstate.edu/projects/environmental-science/site-files/docs/wildlifeand-fisheries/wildlife-food-and-cover-card-719.pdf>

Lit #473 - Animal Tracks:
<https://4h.okstate.edu/projects/environmental-science/site-files/docs/wildlife-and-fisheries/animal-tracks-473.pdf>

Lit #620 - Introduction to Birding:
<https://4h.okstate.edu/projects/environmental-science/site-files/docs/wildlifeand-fisheries/introduction-to-birding-620.pdf>

Lit #621 - Using Binoculars:
<https://4h.okstate.edu/projects/environmental-science/site-files/docs/wildlife-and-fisheries/using-binoculars-621.pdf>

Lit #622 - Bird Identification:
<https://4h.okstate.edu/projects/environmental-science/site-files/docs/wildlife-and-fisheries/bird-identification-622.pdf>

Lit #723 - Bird Feeder Station Report:
<https://4h.okstate.edu/projects/environmental-science/sitefiles/docs/wildlife-and-fisheries/bird-feeding-station-report-723.pdf>

Lit #724 - Bird House Observation Report:
<https://4h.okstate.edu/projects/environmental-science/sitefiles/docs/wildlife-and-fisheries/birdhouse-observation-report-724.pdf>

Lit #772 - Birds and Nests Observation:
<https://4h.okstate.edu/projects/environmental-science/sitefiles/docs/wildlife-and-fisheries/bird-and-nest-observation-772.pdf>

Lit #237 - Leaf Presses and Collecting Hints:
<https://4h.okstate.edu/projects/environmental-science/sitefiles/docs/wildlife-and-fisheries/leaf-presses-and-collecting-hints-237.pdf>

Lit #718 - Wildflower Card:
<https://4h.okstate.edu/projects/environmental-science/site-files/docs/wildlife-and-fisheries/wildflower-card-718.pdf>

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Examples include but are not limited to description of a Wildlife Management Area detailing area, location, habitat, management, and wildlife population trends (if known); or a poster with an emphasis on the life cycle, status, range map and habitat of an Oklahoman threatened or endangered species. Species names must be use for plants and wildlife in addition to common names. See Lit. #721 for additional examples.

OKLAHOMA WILDLIFE Exhibits entered in this section should relate to a specific category of game or non-game animals or birds.

Junior (Grades 3-7)

1. Scrapbook of Oklahoma Wildlife (cutouts, pictures or drawings) of at least five (5) mammals, five (5) birds and five (5) reptiles or amphibians. Give common name and what habitat they can be found in, Common names should be specific (i.e. black rat snake, pygmy rattlesnake, etc.)
2. Self-Determined Exhibit. Posters must be 14" x 22". Displays must not exceed 3' x 4'. (width x depth).

Senior (Grades 8-12)

3. Educational Poster (must be 14"x22") on careers in Natural Resources.
4. Self-Determined Exhibit. Posters, must be 14" x 22". Displays must not exceed 3' x 4' (width x depth). Possible examples include but are not limited to: description of a Wildlife Management Area detailing area, location, habitat, management, and wildlife population trends (if known); or a poster with an emphasis on the life cycle, status, range map and habitat of an Oklahoman threatened or endangered species. Species names must be use for plants and wildlife in addition to common names. See Lit. #721 "Self Determined 4-H Wildlife and Fisheries Project Ideas" revised 12/06 for additional examples.

All Grades

5. A) A collection of fifteen (15) different kinds of plants, trees or shrubs known to provide food or cover for wildlife, mounted on food and cover cards or (B) a seed board with fifteen (15) different kinds of seeds eaten by wildlife. No more than four (4) varieties may be cultivated crops. All of the specimens must have been collected during the current project year. For each plant or seed included list one (1) wildlife species that use that plant or seed (on the cover card or board). All plant species must be native to Oklahoma except that up to four (4) of the

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plants (or seeds) may be from cultivated crops (Wildlife Food and Cover Card Lit #719)

6. Exhibit of the tracks of eight (8) wild animals or birds commonly found in Oklahoma. POSITIVE or NEGATIVE plaster casts should be mounted on Masonite or plywood, not to exceed 12" x 24". Label each track with kind of animal or bird, which county track was found in, what habitat it was found in and what date the track was cast. See 4-H Lit. #473 Animal Tracks for more instructions and details.

7. Wildlife Single Photo Entry illustrating one of the following 1) wildlife in its natural habitat 2) interaction between two or more wildlife species 3) wildlife displaying a unique behavior 4) an animal at the zoo. Prints must be no smaller than 3.5-inch x 5 inch and no larger than 5-inch x 7 inch. Digital photos may not be manipulated or altered except for color and contrast adjustments, cropping, exposure adjustments, and red eye reduction. Prints must be securely attached to the surface of a poster board or mat board. No double matting, use of multiple layers or more than one color. The entire print must be seen and cannot be masked in any way. Boards must be no larger than 10" x 10". Captions are optional, but not required. Photos are to be taken by the exhibitor

4-H Fisheries

Junior (Grades 3-7)

8. Display board showing steps in tying two kinds of fishing knots used in tying lines or leaders. Use cord instead of fishing line. Mount on board suitable for hanging, not to exceed 12" x 12".

9. Notebook describing habits and appearance of five (5) fish found in Oklahoma. Information on each fish to include photo, drawing or cut-out picture, proper common name, kind of food eaten, distinctive physical characteristics, best ways to catch and other topics of interest to anglers.

10. Display of five (5) member assembled lures, together with the materials from which they were assembled, mounted on a board not to exceed 12" x 16". Lures may be spinners, jigs, flies, plugs or a combination of these. May be entirely homemade or assembled from purchased supplies.

11. Self-Determined Fish Project. Educational report, display or project created by the member. Topic to deal with fish, fishing, fish farming, aquatic food chains or pollution in Oklahoma waters.

Senior (Grades 8-12)

12. Notebook describing habits and appearance of ten (10) fish found in Oklahoma. Information on each fish to include photo, drawing or cut-out picture, proper common name, kind of food eaten, distinctive physical characteristics, best ways to catch and other topics of interest to anglers.

13. Display of five (5) fishing flies tied by the exhibitor. The material and shape of the exhibit will be exhibitor's choice, but cannot exceed 12" x 12" in size. Attach report to exhibit to indicate the following about each fly on the board: type of fly, type of fish it is used to catch, habitat conditions it is used in and cost to purchase or make.

14. Display of five (5) fishing lures. Lures may be any type commonly used in sport fishing. The material and shape of the exhibit board will be exhibitor's choice, but cannot exceed 12" x 12". Attach report to exhibit to indicate the following about each lure on the board: type of lure, type of fish it is used to catch, habitat conditions it is used in and cost to purchase or make.

15. Self-Determined Fish Project. Educational report, display or project created by the member. Topic to deal with fish, fishing, fish farming, aquatic food chains or pollution in Oklahoma waters.

4-H Birds:

Junior (Grades 3-7)

16. Display of a home constructed bird feeder (may be from a kit), must include a 3" x 5" index card tacked to the feeder with the following information: 1) What species was it constructed for; and 2) What habitat and site location (should include height) it will be placed in. **Should be functional and not decorative.** 17. Display of a single unit bird house, home constructed (may be from a kit) with a 3" x 5" index card tacked to the house with the following information: (1) What bird species was house constructed for and (2) What habitat and site location (should include height) the house will be placed in. Should be functional and not decorative. 18. Notebook of fifteen (15) pictures, drawings or photos of birds seen and identified by member and labeled with common name of each. 19. Self-Determined Poster (14" x 22"). See "Self Determined 4-H Wildlife & Fisheries Project Ideas" Oklahoma 4-H Pub. #721 (revised 12/06) for ideas.

Senior (Grades 8-12)

20. Notebook of twenty-five (25) pictures, drawings or photos of birds seen and identified by member and labeled with common name of each. 21. Display of a Purple Martin bird house, home constructed (may be from a kit). Should be functional and not decorative. 22. Self-Determined Bird Project. See "Self-Determined 4-H Wildlife & Fisheries Project Ideas" Oklahoma 4-H Pub. #721 (revised 12/06) for ideas. See 4-H Wildlife Project Lit No. 720 "Exhibit Preparation Guidelines Leaders/Members Guide" (revised 12/06) for guidelines.

All Grades:

23. Observation report for Bird Feeder used during previous year, including photo of feeder at location used (report #723 found on OK Lit. online under Wildlife & Fisheries). May use feeder constructed or a purchased feeder.

24. Observation report for Bird House used during previous year, including photo of feeder at location used (report #724 found on OK Lit. online under Wildlife & Fisheries). May use birdhouse constructed or a purchased house.

- exhibit class is included in each category. For ideas and guidelines for exhibits, please see 4-H publication #721 "4-H Wildlife Self Determined Projects" and 4-H NREM 625 "Creating a Wildlife Resource Map".

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- Text of posters should be readable at least 10 ft. away. Include references for information. At least one reference must be from a source other than the internet.
- All exhibits should be the original work of the member. When information is taken from books, publications, magazines, or from the internet it should be expressed in the 4-H members own words. The 4-H member must reference the source of the information by using an asterisk (*) or a number (if more than one) and name the actual source at the end or bottom of paper, poster or educational display following an asterisk or corresponding number in text. No copyrighted or trademark protected written or visual material (pictures, photos, drawing, or illustrations, etc.) should be used from books, magazines, publication or from the internet without permission from the original creator. If 4-H'er applies for and is granted permission to use a copyrighted or trademark protected item, a copy of the permission form or letter needs to be attached to the back of the exhibit and properly cited with an asterisk (*) or number. If an item (picture, photo drawing, illustration, etc.) that is not protected is used its source must be cited and referenced by using an asterisk (*) or number and the source information placed at the end or bottom of paper, poster, or educational display, following an asterisk or corresponding number.
- All posters, resource maps and displays must be permanently signed and dated on the back prior to lamination. Text of posters and educational displays should be readable from at least 10 feet away. All exhibit boards must have hangers. Eye screws and wire preferred. No sawtoothed hangers.

Oklahoma Wildlife

Exhibits entered in this section should relate to a specific category of game or non- game animals or birds.

Junior (grades 3-7)

► Class Number

1. Scrapbook of Oklahoma wildlife (cutouts, pictures, or drawings) of at least five (5) mammals, five (5) birds, and five (5) reptiles or amphibians. Give common name and what habitat they can be found in. Common names should be specific (IE., black rat snake, pygmy rattlesnake, etc.)
2. Self-Determined Exhibit. Posters must be 14" x 22". Displays must not exceed 3' x 4'. (Width x depth).

Senior (Grades 8-12)

3. Educational Poster (must be 14" x 22") on careers in Natural Resources.
4. Self-Determined Exhibit. Posters must be 14" x 22". Displays must not exceed 3' x 4' (width x depth). Possible examples include but are not limited to description of a Wildlife Management Area detailing area, location, habitat, management, and wildlife population trends (if known); or a poster with an emphasis on the life cycle, status, range map and

habitat of an Oklahoman threatened or endangered species. Species names must be use for plants and wildlife in addition to common names. See Lit. #721 for additional examples.

All Grades:

5. A collection of fifteen (15) different kinds of plants, trees or shrubs known to provide food or cover for wildlife, mounted on food and cover cards or (B) a seed board with fifteen (15) different kinds of seeds eaten by wildlife. No more than four (4) varieties may be cultivated crops. All of the specimens must have been collected during the current project year. For each plant or seed included list one (1) wildlife species that use that plant or seed (on the cover card or board). All plant species must be native to Oklahoma except that up to four (4) of the plants (or seeds) may be from cultivated crops (Wildlife Food and Cover Card Lit #719)
6. Exhibit of the tracks of eight (8) wild animals or birds commonly found in Oklahoma. POSITIVE or NEGATIVE plaster casts should be mounted on masonite or plywood, not to exceed 12" x 24". Label each track with kind of animal or bird, which county track was found in, what habitat it was found in and what date the track was cast. See 4-H Lit. #473 Animal Tracks for more instructions and details.
7. Wildlife Single Photo Entry illustrating one of the following 1) wildlife in its natural habitat 2) interaction between two or more wildlife species 3) wildlife displaying a unique behavior 4) an animal at the zoo. Prints must be no smaller than 3.5 inch x 5 inch and no larger than 5 inch x 7 inch. Digital photos may not be manipulated or altered except for color and contrast adjustments, cropping, exposure adjustments, and red eye reduction. Prints must be securely attached to the surface of a poster board or mat board. No double matting, use of multiple layers or more than one color. The entire print must be seen and cannot be masked in any way. Boards must be no larger than 10" x 10". Captions are optional, but not required. Photos are to be taken by the exhibitor.

4-H Fisheries Junior (grades 3-7)

Junior (Grades 3-7)

8. Display board showing steps in tying two kinds of fishing knots used in tying lines or leaders. Use cord instead of fishing line. Mount on board suitable for hanging, not to exceed 12" x 12".
9. Notebook describing habits and appearance of five (5) fish found in Oklahoma. Information on each fish to include photo, drawing or cut-out picture, proper common name, kind of food eaten, distinctive physical characteristics, best ways to catch and other topics of interest to anglers.
10. Display of five (5) member assembled lures, together with the materials from which they were assembled, mounted on a board not to exceed 12" x 16". Lures may be spinners, jigs, flies, plugs or a combination of these. May be entirely homemade or assembled from purchased supplies.
11. Self-Determined Fish Project. Educational report, display or project created by the member. Topic to deal with fish, fishing,

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fish farming, aquatic food chains or pollution in Oklahoma waters.

Senior (Grades 8-12)

12. Notebook describing habits and appearance of ten (10) fish found in Oklahoma. Information on each fish to include photo, drawing or cut-out picture, proper common name, kind of food eaten, distinctive physical characteristics, best ways to catch and other topics of interest to anglers.

13. Display of five (5) fishing flies tied by the exhibitor. The material and shape of the exhibit will be exhibitor's choice, but cannot exceed 12" x 12" in size. Attach report to exhibit to indicate the following about each fly on the board: type of fly, type of fish it is used to catch, habitat conditions it is used in and cost to purchase or make.

14. Display of five (5) fishing lures. Lures may be any type commonly used in sport fishing. The material and shape of the exhibit board will be exhibitor's choice, but cannot exceed 12" x 12". Attach report to exhibit to indicate the following about each lure on the board: type of lure, type of fish it is used to catch, habitat conditions it is used in and cost to purchase or make.

15. Self-Determined Fish Project. Educational report, display or project created by the member. Topic to deal with fish, fishing, fish farming, aquatic food chains or pollution in Oklahoma waters.

4-H Birds

The following OK 4-H online publications would be excellent resources along with those listed in exhibit text for learning more about birds and birding: 4-H NREM 620 "Bird Watching - A Beginning"; 4-H NREM 621 "Using Binoculars"; and 4-H NREM 622 "I Think it is A" (#622 contains a list of additional resources). These and other publications can be found at <https://4h.okstate.edu/projects/environmentalscience/index.html>

Junior (grades 3-7)

16. Junior (Grades 3-7) 16. Display of a home constructed bird feeder (may be from a kit), must include a 3" x 5" index card tacked to the feeder with the following information: 1) What species was it constructed for; and 2) What habitat and site location (should include height) it will be placed in. Should be functional and not decorative.

17. Display of a single unit bird house, home constructed (may be from a kit) with a 3" x 5" index card tacked to the house with the following information: (1) What bird species was house constructed for and (2) What habitat and site location (should include height) the house will be placed in. Should be functional and not decorative.

18. Notebook of fifteen (15) pictures, drawings or photos of birds seen and identified by member and labeled with common name of each.

19. Self-Determined Poster (14" x 22"). See Lit. #721 for additional examples.

Senior (grades 8-12)

20. Notebook of twenty-five (25) pictures, drawings or photos of birds seen and identified by member and labeled with common name of each.

21. Display of a Purple Martin bird house, home constructed (maybe from a kit). Should be functional and not decorative.

22. Self-Determined Bird Project. If poster, must be 14" x 22". If display must not exceed 3' x 4' (width x depth). See Lit. #721 for additional examples

All Grades

23. Observation report for Bird Feeder used during previous year, including photo of feeder at location used (Lit. #723) May use feeder constructed or a purchased feeder.

24. Observation report for Bird House used during previous year, including photo of feeder at location used (Lit. #724) May use birdhouse constructed or a purchased house.

4-H Wildflowers

At least one-third of the specimens must have been collected during the current project year. See information on pressing plants in "Leaf Pressing and Collecting Hints" 4-H Publication No. 237 (Revised 04/04) to prepare plants for collections and exhibits. Posters should be hand generated and not downloaded from internet or computer. "Wildflower Card" (OK 4-H Lit. #718) can be downloaded from OK 4-H Lit. On-Line under Wildlife & Fisheries. <https://4h.okstate.edu/projects/environmental-science/index.html> Please print form on card stock or heavy paper and hole punch.

Junior (grades 3-7)

25. Collection of eighteen (18) Oklahoma wildflowers properly pressed and mounted on wildflower cards. Label with common name, flower family, and tell location and date collected. Display in a notebook.

26. Drawing or diagram showing parts of a wildflower blossom, not to exceed 8 1/2" x 11."

27. Display two (2) principal wildflower families showing four (4) or more pressed flowers of each family labeled with common name. A brief description of each flower family should be included. Posters must be 14" x 22" or display in a notebook

28. Self-Determined Poster (14" x 22"). See Lit. #721 for additional examples.

Senior (grades 8-12)

29. Collection of twenty-five (25) Oklahoma wildflowers properly pressed and mounted on wildflower cards. Label with common name, scientific name, flower family, location collected, date collected, and habitat collected from. Display in a notebook.

30. Poster on the historical and/or cultural uses of wildflowers in Oklahoma. Poster must be 14" x 22".

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31. Special collections. Collection of specimens in some special category, i.e. one (1) family, poisonous, dyes, edibles, or specific season such as early spring. Poster not to exceed 14" x 22" or display in a notebook on card stock pages or wildflower cards (Lit. # 718).
32. Self-Determined Exhibit. If poster, must be 14" x 22". Display must not exceed 3' x 3' (width x depth). For ideas and guidelines see "Self-Determined 4-H Wildlife & Fisheries Project Ideas" Oklahoma 4-H Pub. #721

All Grades:

33. Make a collection, mount and press, at least five (5) leaves of plants showing leaf arrangements (opposite, alternate and whorled); types of leaves (simple, pinnately compound, palmately compound); leaf margins (toothed, smooth and lobed). If poster must be 14" x 22" or display in notebook on card stock pages or wildflower cards (Lit # 718).

SECTION 319 4-H ENVIRONMENTAL STEWARDSHIP

- A 4-H member may enter one exhibit per class but is restricted to those exhibits designed for his or her grade group.
- Exhibits will be judged based on the criteria outlined in the 4-H project fact sheets available from the County Extension Office. Text of posters should be readable at least 10 feet away. Include references for information. At least one reference must be from a source other than the internet. Posters must not be printed directly from the internet-this is plagiarism.
- Each piece of exhibits containing more than one item must be labeled with exhibitor's name and county. Posters must be signed and dated on the back. Publications listed in this section can be found at <https://4h.okstate.edu/projects/environmental-science/index.html>

► Class Number

1. **Vermi Composting (with worms). (grades 3-7)**
Compost sample and poster that explains how to compost with worms. Must include report (1 page) for one or more of the following areas: bins for vermi composting, feeding and care, moisture requirements, harvesting compost. Poster must be 14" x 22" posterboard and must include a photograph of your compost bin. One pint of compost (worm castings) in a sandwich-size zip-lock bag or pint jar with lid must be included.
2. **Exploring Streams and Lakes Poster (grades 3-7)** Poster (14" x 22") with photos showing a stream, lake, or pond you have visited. Photos should show things like shorelines or creek banks, appearance of the water, condition of vegetation on the shore or banks, and

problem areas such as erosion, trash, or obvious pollution. For more ideas read Lit. #19. "Water Quality of Streams and Lakes" Related report form is #20. Each photo must have a caption explaining what it shows. Overall, the poster should tell what you think is helping or harming the water or the plants and animals that live there. Changes should be shown overtime for projects after the first year. Poster title should include name of water body, if it has one, and town or county where located.

3. Water Critters (grades 3-7)

Display a collection of pond, lake, or stream critters (no fish) preserved in one to three baby food jars with rubbing alcohol as described in Lit. #21, "Aquatic Organism". Securely attach a completed Critter ID bookmark (Lit. #29) "Stream and Lake Critter Identification" to the jar using tape and a string around the jar neck. Do not include more than one of each type of critter. Collect only critters found on or in the water, not adult flies. Write a short paragraph telling about the value of water critters – read, and summarize in your own words, Lit #21, or related materials. Optional: Include one single-sided page of labeled photos or drawings of the site or collecting activity.

4. Where Does My Water Come from Poster (grades 3-7)

Poster (14" x 22") showing or describing the source of your water (lake, aquifer, private well) and/or what is done to it (water treatment plant; in-home filtration system) before it gets to your home. See 4-H Lit. # 19, "Water Quality of Streams" for ideas.

5. Natural Resources of My County Poster (grades 3-7)

Poster (14" x 22") with your photos showing a mixture of local natural resources like prairies, forests, scenic views, water bodies, agriculture, wildlife, or similar things. Each photo must have a caption naming the resource. Overall, the poster should convince the reader that your county is a great place to live. Poster title should be at least 1 inch tall and include name of your county.

6. Recycling Item (grades 3-7)

A usable item that you made from trash other than a craft type item. Original ideas and useful items will be ranked higher. Attach a 3" x 5" index card listing all materials used.

7. Aquatic Habitat Poster (grades 3-7)

Poster (14" x 22") with photos showing a stream, lake or pond you have visited. Photos should illustrate distinct habitats such as shoreline vegetation, undercut banks, rocky shores, riffles, pools or runs. Each photo must have a caption explaining what it shows. For more ideas read Lit. #21, "Aquatic Organism". Overall, the poster should comment on things you observed that could be helping or harming the critters or their habitat. Changes should be shown overtime for projects after the initial year.

8. Homemade stream or lake sampling equipment (grades 3-7)

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Display one piece of stream or lake sampling equipment that you have made. Write a one-page report explaining its purpose and how to use it. Some possibilities include secchi disks, plankton tows, deep water samplers, and kick nets. See TVA booklet, "Homemade Sampling Equipment" for instructions. Options: Include one single-sided page of labeled photos or drawings showing equipment in use.

9. **What Is A Watershed? Poster (grades 8-12)** Poster (14" x 22") describing what watersheds are and how they work. Title must contain the word, "watershed". See Lit # 24, "Understanding Human Impact on Streams" for ideas.
10. **Natural Resources of My County Poster. (grades 8-12)** Poster (14" x 22") with your photos showing a mixture of local natural resources like prairies, forests, scenic views, water bodies, agriculture, wildlife, or similar things. Each photo must have a caption naming the resource. Overall, the poster should convince the reader that your county is a great place to live. Poster title should be at least 1 inch tall and include the name of your county.
11. **Stream, Pond, or Lake Poster (grades 8-12)** Poster (14" x 22") showing a stream, pond, or lake you have visited. Poster should show things people have done or might do along the shore or in the watershed that can harm this stream, pond, or lake. For ideas, read Lit. #'s 21 & 24. Poster title must include name of water body and town, or county where located.
12. **Water Critters (grades 8-12)**

Display a collection of pond, lake, or stream critters (no fish) preserved in baby food jars with rubbing alcohol as described in Lit. #21, "Aquatic Organism". Collect in only one water body. Separate critters from different habitats into different jars, labeled with habitat name. Include only one of each type of critter in each collection jar. Collect only critters found on or in the water, not adult flies. Write a 1-page report on 3 of your critters explaining how they are adapted to their habitat. Read Lit. #21, "Aquatic Organism" for ideas.

Use the Bookmark Critter ID rating form instructions (Lit. #29) "Stream and Lake Critter Identification" to calculate the water quality rating for your water body and include results in your report.
13. **Homemade stream or lake sampling equipment (grades 8-12)**

Display one piece of stream or lake sampling equipment that you have made. Write a 1-page report explaining its purpose and how to use it. Some possibilities include secchi disks, plankton tows, deep water samplers, and kick nets. See TVA booklet, "Homemade Sampling Equipment". Optional: Include one single-sided page of labeled photos or drawings showing equipment in use.
14. **Illegal Dumping Poster (grades 8-12)** Poster (14" x 22") discouraging illegal dumping and explain how illegal dumps can contaminate water or create other problems.
15. **Landfill Display (grades 8-12)**

Display showing how landfills work. Display must fit a space 3' x 3' (width x depth) when sides are extended for display.

16. Recycled Item (grades 8-12)

Useable item made from trash other than craft type item. Original ideas and useful items will be ranked higher. Attach a 3"x 5" card listing all materials used.

All Levels

17. **Group Environmental Project Display (all grades)** This exhibit is to consist of a display and written report of an environmental project carried out by 4 or more 4-H members under the supervision of a 4-H leader. The project may focus on any area of environmental stewardship, including recycling, education about a local environmental issue, planting trees or other related area of interest. Display not to exceed 3' x 3' (Width x depth).

Judging criteria:

- A brief project description and statement of purpose and objectives.
 - Creativity and quality of project.
 - A brief summary of project activities, extent to which objectives were achieved, knowledge gained, significance of the project to the environment in the community, and number of people involved and/or impacted by project.
 - Media campaign. Include copies of newspaper clippings and other publicity related to the project.
 - Photographs may be included.
18. **Individual Self-Directed Environmental Stewardship Project. (All Grades)** Educational report, display or exhibit on the efforts of the member to protect or improve the environment in or near his/her community. Projects may include topics such as protecting water quality, recycling, illegal dumping, household hazardous wastes, reducing soil erosion on farmland, controlling urban run-off or other topics relevant to the community.
- Project may include:**
- Hands-on efforts (such as controlling erosion by tree planting or use of buffer strips)
 - Educational programs conducted in the community, including numbers reached and newspaper clipping (such as minimizing solid waste)
 - A combination of hands-on and educational.

SECTION 320 4-H CROPS

- All crop exhibits must be grown by the exhibitor as a part of a 4-H project during the year exhibited. Only one exhibit allowed in each class per individual.
- Grain may not be returned to the exhibitor except for the following legumes: alfalfa, sweet clover and vetch. Grain and seed exhibits should be brought and will be exhibited in one-gallon clear jars (plastic or glass) with a

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lid. Alfalfa and small seeded legumes can substitute 1/2-gallon clear jars. Exhibits of bolls of cotton, ears of corn, or heads of grain sorghum should be brought and exhibited in a small shallow, wooden, plastic, or cardboard box of appropriate size for the respective exhibit. Exhibits of bolls of cotton, ears of corn, or heads of grain sorghum should be brought and exhibited in a shallow wooden, plastic, or cardboard box of appropriate size for the respective exhibit.

► Class Number

1. **4-H Cotton Exhibit (20 open bolls)**, any variety. Exhibit to be shown with petiole attached, bract leaves removed and burr side up.
2. **4-H Corn Exhibit (10 corn ears)**
3. **4-H Grain Sorghum Exhibit (10 heads)**. Exhibit to be trimmed with 2 1/2" of peduncle left on the head.
4. **4-H Threshed Grain Sorghum Exhibit (15 pounds)**
5. **4-H Canola Exhibit (15 Pounds Grain)**

4-H Small Grain Exhibit

All exhibits of wheat must be labeled as to variety or name of hybrid. Small grain exhibit shall be one peck. Please refer to the Oklahoma Cooperative Extension Fact Sheet, PSS-2168 Maturity Classification of Wheat Varieties. Please refer to the Oklahoma Cooperative Extension Fact Sheet PSS-2168 Maturity Classification of Wheat Varieties <https://extension.okstate.edu/factsheets/maturity-classification-of-wheat-varieties.html> for suggested varieties.

6. Very Early and Early Maturity Hard Red Wheat Varieties.
7. Medium Maturity Red Wheat Varieties.
8. Late and Very Late Maturity Hard Red Wheat Variety.
9. Hard White Winter Wheat Varieties
10. Any other wheat variety including Hard White Varieties and Soft Red Varieties.
11. Oats, any variety
12. Rye, any variety
13. Barley, any variety

4-H Legume Seed Exhibit

14. Alfalfa (2 quarts)
15. Other small, seeded legumes, such as vetch, sweet clover, etc. (2 quarts)
16. Soybeans (1 peck)
17. Other large, seeded legumes, such as cowpeas, mung beans, winter peas, etc. (1 peck)
18. Peanuts, any type, any variety (1 peck)

4-H Peanut Information Exhibit

- Eligibility: Any 4-H member interested in learning more about peanuts and the peanut industry may prepare an exhibit.
- The exhibit shall consist of educational info that will fit a 3' wide' x 3' deep. It must be free standing with side

attached. A 4-H notebook should be included in the display.

- The exhibit should provide information about one phase of the peanut industry such as history, use, production, importance, or processing. The exhibit should increase the public awareness of the importance and impact of the specific sector of the peanut industry selected. The notebook should include any involvement the exhibitor has had with peanuts such as teaching others, giving talks or demonstrations, preparing peanut food, planning programs, producing peanuts, etc. The notebook may be typed or handwritten and should include pictures. Criteria for judging: 30 points - completeness of educational lesson, 30 points - public appeal, 40 points - notebook.

19. **Junior division (1st, 2nd & 3rd years) (grades 3-7)**

20. **Senior division (4th year and above) (grades 8-12)**

Crops In Our Lives Poster Exhibit

Poster must be 14" x 22" and must be permanently signed and dated on back prior to laminating. Judging committee may mark or punch if not marked. Text of posters should be readable from at least 10 feet away.

Choose an agronomic crop and create a poster depicting one of the following topics related to that crop:

- History/domestication process, global spread via immigrants, etc.
- Production
- Use in different cultures
- Use in different process foods

► Class Number

21. **Grades 3-5**

22. **Grades 6-8**

23. **Grades 9-12**

SECTION 321 4-H FORAGE FOR LIVESTOCK AND WILDLIFE

- 4-H members may have one exhibit per class.
- The exhibitor's name and county must be on the back of the display board.
- References for the displays are:
 - Field Guide to Oklahoma Plants, OSU Rangeland Ecology and Management Publication, contact OSU County Extension Office or Natural Resources Conservation Service Office.
 - National Range Judging Contest 4-H Manual No. 149
 - A Checklist of Prairie, Shrubland, and Forest Understory Plants of Oklahoma, OSU Fact Sheet F-2872

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- Bobwhite Quail Habitat Evaluation and Management Guide, OSU Circular E-904
- White-tailed Deer Habitat Evaluation and Management Guide, OSU Circular E-979
- Classes 1-8 are exhibits of ten (10) native or introduced, annual, biennial, or perennial plants mounted on plywood, pegboard, or other suitable material approximately 3 feet by 4 feet. Two holes 1/2 inch in diameter and 1 inch from the top should be drilled in the board to facilitate displaying the exhibit. Exhibitor must sign and date the board on the back.
- Plant specimens must have been collected during the current project year.
- Single plants or bundles should not exceed 1 inch in diameter. No plant should extend above or below the display board. Plants must be labeled with the common name. Judges will use references listed above.
- Label with letters approximately 1/2 inch high. Labels may be placed above, below or across the plants.

► Class Number

1. Forages with desirable grazing value for cattle
2. Forages with undesirable grazing value for cattle
3. Forages with desirable browsing value for wildlife (must specify species)
4. Forages with undesirable browsing value for wildlife (Must specify species)

SECTION 322 4-H HOME GARDENING

New at TSF this year: ALL HOME GARDENING ENTRIES WILL BE DONATED TO LOCAL CHARITY. IT WILL NOT BE DISPLAYED.

- Only one exhibit in each class per individual.

► Class Number

1. Potatoes, yellow, white, or russet, 3 specimens
2. Potatoes, red, 3 specimens
3. Okra, 6 pods
4. Onions, yellow, 3 specimens
5. Onions, white, 3 specimens
6. Onions, red, 3 specimens
7. Pumpkin, field type, (oblong), 1 specimen
8. Pumpkin, jack-o-lantern, (round and flat), 1 specimen
9. Squash, winter, acorn, 1 specimen
10. Squash, winter, butternut, 1 specimen
11. Squash, winter, other
12. Eggplant, 2 specimens
13. Squash, summer, zucchini, 2 specimens
14. Squash, summer, yellow, straight neck, 2 specimens
15. Squash, summer, yellow, crook neck, 2 specimens
16. Squash, summer, patty pan (scallop type), 2 specimens
17. Sweet Potatoes (any variety), 3 specimens
18. Pepper, jalapeno, 5 specimens
19. Pepper, other hot pepper, 5 specimens
20. Pepper, sweet bell, 5 specimens

21. Pepper, banana, 5 specimens
22. Tomatoes, large type, 5 specimens
23. Tomatoes, cherry type (1½" or less in diameter), 5 specimens
24. Watermelon, oblong type, 1 specimen
25. Watermelon, round type, 1 specimen
26. Watermelon, small icebox, 1 specimen
27. Red apples, plate of five
28. Yellow apples, plate of five
29. Pears, plate of five

4-H Home Garden Food Basket

- This exhibit is a quality selection of five to nine different species of mature fruits and/or vegetables from the exhibit list above. Items not listed above can be used but should not be more than one-third of the species utilized. Amounts of fruits and vegetables in this exhibit should be such that they can be arranged in a neat and orderly manner and have good eye appeal. There must be enough of each fruit or vegetable for the judge to determine quality.
- All fruits and vegetables exhibited must be grown by the exhibitor.
- No specimens in this exhibit may be entered in another class. Any combination of fruits and vegetables may be used.
- The exhibit must be in a container such as a basket or box.
- One-third (1/3) of the judging will be on how well the exhibit is prepared and presented. Packing (such as paper, straw, cloth) may be used, but the fruits and vegetables should be the main attraction of the exhibit. No artificial plant material or specimen can be utilized as part of the exhibit.

30. Junior Division, (grades 3-7)

31. Senior Division, (grades 8-12)

Self-Determined Gardening:

32. **Junior Division (Grades 3-7)** Poster size is 14"X22". Other exhibits to 4'X4'X4' due to space limitations.
33. **Senior Division (Grades 8-12)** Poster size is 14" X 22". Other exhibits to 4'X4'X4' due to space limitations.

SECTION 323 4-H HOME GROUNDS Exhibit Unit 1 Landscaping Home Grounds

- Before and after pictures not to exceed 5" x 7" of a yard clean-up, plantings, or construction of landscape elements - mounted securely on 14" x 22" sheet of poster board. Number of pictures shall be no less than two (2) or greater

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than eight (8). Posters must be permanently signed and dated on the back.

- Neatness and arrangement of pictures is important. A brief explanation of the project should be attached to the exhibit, and each picture must be labeled. The before and after pictures should show a definite change and should be taken from the same place so judges can evaluate the change. An exhibit should not be entered more than once unless it has been substantially revised.

► Class Number

1. **Junior Division (grades 3-7)**
2. **Senior Division (grades 8-12)**

Exhibit Unit II Herbarium Cards

These exhibits shall consist of dried and pressed specimens of leaves and other specified parts of native or cultivated trees, vines and/or shrubs. Each leaf specimen should be mounted on a separate 8" x 10" herbarium card available at your County Extension Centers or at <https://4h.okstate.edu/projects/plant-science-and-entomology/site-files/docs/horticulture-pdfs/herbarium-card-620.pdf> Only the information required in your division should be filled out. The cards should be enclosed in a notebook or binder. Each specimen should be covered with a transparent plastic or similar covering to protect it from damage. No leaf should be more than 3 years old and at least one-third of the specimens must have been collected during the current project year. Instructions for collecting and pressing are available in the OSU Extension Center.

3. **Grades 3-5** A collection of 15 specimens with the following information: (1) common name, (2) general class, (3) kind of plant
4. **Grades 6-8** A collection of 25 specimens with a pressed flower, or fruit or seed included with each specimen. Information on the card to be filled out is (1) common name, (2) general class, (3) kind of plant, (4) form, (5) color, (6) exposure
5. **Grades 9-12** A collection of 30 specimens with a pressed flower, fruit or seed included with each specimen. All information on the card should be filled out.

Exhibit Unit III Group or Club Exhibit

A group is to consist of 3 or more 4-H members under supervision of 4-H leaders. All projects must employ horticulture material for the purpose of conserving natural beauty of an area or improving the aesthetic quality and/or function of an area. Other material such as concrete walks, benches, etc. may be used in addition to the horticulture material. Judging Criteria:

A brief project description and statement of purpose and objectives.

B. Creativity demonstrated and quality of the project. ▪ Extent to which plan integrates total needs of area, short and long term. ▪ Functional use and aesthetic considerations of horticultural

materials and techniques. ▪ Operational considerations of expenses encountered, resource personnel contacted and maintenance factors. ▪ "Before and After" photographic sequence to illustrate effectiveness of the project.

C. A brief summary of project activities, extent to which objectives were achieved, knowledge gained, and the particular significance of the project toward the improvement and beautification of your environment.

D. Newspaper clippings and other publicity of the project.

6. **Group or Club Exhibit:** The exhibit to consist of landscape or environmental beautification project report on a project such as a home grounds, school, community center, church, city or roadside park, highway beautification, clean-up campaign, etc.

SECTION 324 4-H HORTICULTURE TERRARIUMS

- Terrarium of plant life. Refer to OSU Fact Sheet No. F-6438 or similar guideline. No specific size of container, materials, plants, or methods.
- Criteria for judging will be:
- Compatibility and arrangement of plants and materials.
- Appropriate potting media.
- Attractiveness and originality.
- Appropriate size of plants for container.

Terrariums should feature either woodland or topical succulent plants and feature at least 3 different species of plants. Terrariums must be completely covered at all times. **Terrariums containing succulents will be disqualified; succulents belong in dish gardens.**

► Class Number

1. **Grades 3-5**
2. **Grades 6-8**
3. **Grades 9-12**

DISH GARDENS

- Dish Garden of plant life. Please see OSU Fact Sheet HLA-6451 for more information. <https://extension.okstate.edu/fact-sheets/dish-gardens.html>
- Criteria for judging will be (1) compatibility and arrangement of plants, potting media, and container (2) attractiveness and originality (3) appropriate size of plants for container. Dish Gardens may feature succulents, carnivorous plants, or foliage plants.
- **Dish Gardens should be no larger than 15 inches in diameter, length, width, or height, and weigh no more than 15 pounds and contain at least 80% living plant material.** Dish Garden should feature at least 3 different species of plants.

► Class Number

4. **Grades 3-5**
5. **Grades 6-8**
6. **Grades 9-12**

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RESIDENTIAL LANDSCAPE DESIGN DRAWING

Develop a landscape design/drawing for the provided residence. Base maps should be printed on 11"x17". Once printed verify scale is 1in=10ft. Design drawings are to be made directly on the provided base maps. Use provided examples of landscape symbols to draw and/or trace onto the base map. Use the provided color rendered landscape drawings for example of effective designs and color techniques. Reference <https://agriculture.okstate.edu/departments-programs/hla/research-extension/youth/landscape-design-fair-entry.html>.

Competition Guidelines

- Use white 11" x 17" paper to horizontal exhibit landscape drawings.
- Create a column on right side of sheet for title block, 2 inches wide from top of drawing to bottom. List the following in INK: Scale, symbols of plants, numbers representing trees, shrubs, and plants and how many of each plant were used in the landscape. Example: 1 - Rose (6), 2 - Oak trees (4), 3 - Petunia (3 dozen or 36). Name, date, and chapter.
- Drawing is top view (plan view).
- Use the scale provided: 1 in = 10 ft • Hand drawings or CAD drawings will be accepted.
- Draw plant symbols at mature plant size.
- Use the plant symbols and the materials symbols provide.
- Drawings must be full color.
- Walkways should be 3 ft or 5 ft wide.
- Patio(s) are required on the back of the house.
- In the drawings use a line to indicate the planting beds. All small trees, shrubs, and perennials should be inside a planting bed. Large trees could be found in the lawn or inside planting beds.

► Class Number

7. Grades 3-5
8. Grades 6-8 9.
9. Grades 9-12

HORTICULTURE IN OUR LIVES POSTER EXHIBIT Posters must be 14" x 22" and must be permanently signed and dated on the back prior to laminating. Judging committee may mark or punch if not marked. Text of posters should be readable from at least 10 ft. away.

Choose a fruit, vegetable, nut, spice, or beverage (tea, coffee, chocolate) crop, and create a poster depicting one of the following topics related to that crop:

- History (domestication process, global spread via immigrants, etc.)
- Production
- Use in different cultures

- Use in different processed foods

► Class Number

10. Grades 3-5
11. Grades 6-8
12. Grades 9-12

MODELS

Model cold frame or hoop house - mounted on a piece of painted plywood no larger than 12" x 12". Must include an explanation of the purpose of the structure, examples of potential uses, correct orientation in the landscape, and materials necessary in its construction. Explanation should be typed or handwritten on a laminated piece of white paper no larger than 8.5" x 11" and be securely attached to the model.

► Class Number

13. Grades 3-5
14. Grades 6-8
15. Grades 9-12

Model vegetable garden - mounted on a piece of painted plywood no larger than 12" x 12". Must include five (5) different vegetables, show appropriate orientation (identify 'North') and appropriate spacing of plants. Must include an explanation of the layout of the garden, the spacing requirements of the selected plants, the date each chosen plant would be planted/ harvested, and any support structures (trellises, cages, etc.) necessary. The explanation should be typed or handwritten on a laminated piece of white paper no larger than 8.5" x 11" and be securely attached to the model. All pieces of the model must be handmade (no store-bought fences, mini vegetables, etc.)

► Class Number

16. Grades 3-5
17. Grades 6-8
18. Grades 9-12

Pecan Information Exhibit

- The exhibit shall consist of an educational exhibit that will fit on a 3' wide x 4' deep area. It must be free standing with sides attached. A notebook should be included in the display.
- The exhibit should provide information about the pecan industry such as history, importance to state, health benefits & nutrition, uses, production, processing, storage requirements or other topics pertaining to pecans. The exhibit should increase the public awareness of the importance and impact of the specific sector of the pecan industry.
- The notebook should include any involvement the exhibitor has had with teaching others, giving talks or demonstrations, preparing pecan foods, planning programs, producing pecans, field trips, etc. The notebook may be typed or handwritten and should include pictures.

► **Class Number**

- 19. **Jr. Division (grades 3-7)**
- 20. **Sr. Division (grades 8-12)**

SECTION 325 4-H COMPANION ANIMALS AND LIVESTOCK

- All Companion Animal exhibits should focus on one of the following:
 - Animal Health and/or Nutrition.
 - Good Husbandry and/or Grooming.
 - Training and/or showing.
 - Service and/or Civic Engagement
 - Career exploration in companion animals and livestock.
- Animals for this section can be categorized as companion animals (birds, dogs, cats, fish, rabbits, guinea pigs, etc.) or livestock (beef, dairy, equine, goats, poultry, sheep, swine, etc). This section is not to include animals considered wildlife (deer, pheasants, wild birds, turkey, etc).
- Companion Animals refer to animals utilized as household pets (birds, cats, fish, rabbits, guinea pigs etc) not livestock or wildlife. In cases of animals (i.e., rabbits, turtles, etc) that can be represented as a companion or a non-companion animal project it will be up to the 4-H member to make sure that their entry represents companionship.
- The 4-H member's name, grade, and county must be included and attached to the exhibit. Exhibits deemed to be inappropriate will not be displayed.
- If you use text, pictures, drawings, artwork, or other information not created by you in your exhibit, you must cite the source. See "COPY WRITTEN MATERIAL AND REFERENCING SOURCES" section at opening of 4-H Division.
- When using the official clover with H's, the tail should curve to the right and the words 18u.s.c. 707 must appear under the lower right leaflet, except if hand drawn clovers.
-

► **Class Number**

Companion Animal and Livestock Poster: Illustrating one of the following: 1) Animal Health and/or Nutrition 2) Good Husbandry and/ or Grooming 3) Training and/or Showing 4) Service and/or Civic Engagement 5) Career exploration in companion animals and livestock.

Posters must be 14" x 22". For display purposes, exhibitors are encouraged to laminate all posters or to cover them with clear plastic film. Posters must be permanently signed and dated on the back. If not marked the judging committee may mark or punch. Posters may be horizontal or vertical. Text of poster should be readable from at least 10 ft. away.

- 1. **Jr Grades 3-7**
- 2. **Sr. Grades 8-12**

Companion Animal and Livestock Display: Illustrating one of the following 1) Animal Health and/or Nutrition 2) Good Husbandry and/ or Grooming 3) Training and/or showing 4) Service and/or Civic Engagement 5) Career exploration in companion animals and livestock.

Space for the booth is 3 feet deep and 4 feet wide (with sides extended for display). Back can be 4 feet high. Display must be free-standing. Models, photographs, posters, or other means for display may be used. Display may be prepared by an individual or group from a county. Exhibit must prominently display a 4-H clover or mention 4-H.

- 3. **Jr. Grades 3-7**
- 4. **Sr. Grades 8-12**

Companion Animal and Livestock Photo Story Board: Illustrating one of the following: 1) Animal Health and/or Nutrition 2) Good Husbandry and/or Grooming 3) Training and/or Showing 4) Service and/or Civic Engagement 5) Career exploration in companion animals and livestock.

Story board should contain 4 to 6 photos attached to the surface of a white or a colored foam core, poster, or mat board no larger than 14" x 22". Each photo should contain a caption. Judging criteria will emphasize content first and photo composition second.

- 5. **Jr Grades 3-7**
- 6. **Sr. Grades 8-12**

Companion Animal and Livestock Single Photo Entry: Illustrating one of the following 1) Animal Health and/or Nutrition 2) Good Husbandry and/or Grooming 3) Training and/or showing 4) Service and/or Civic Engagement 5) Career exploration in companion animals and livestock.

Prints must be no smaller than 3.5" x 5" and no larger than 5" x 7." Digital Photos may not be manipulated or altered except for color and contrast adjustments, cropping, exposure adjustments, and red eye reduction. Prints must be securely attached to the surface of a poster board or mat board. No double matting, use of multiple layers or more than one color. The entire print must be seen and cannot be masked in any way. Boards must be no larger than 10" x 10" . Captions are optional, but not required. Photos are to be taken by the exhibitor.

- 7. **Jr. Grades 3-7**
- 8. **Sr. Grades 8-12**

Other Companion and Livestock Animal Items Exhibit: Exhibit must have a 3"x5" note card describing the exhibit, what was done to create or prepare this exhibit and how the exhibit relates to: 1) Animal Health and/or Nutrition 2) Good Husbandry and/or Grooming 3) Training and/or Showing 4) Service and/or Civic Engagement 5) Career exploration in companion animals and livestock. Posters, Photos, displays, and Journals are not allowed in this category. Exhibit size limited to 4'X4'X4' due to space limitations.

- 9. **Jr. Grades 3-7**
- 10. **Sr. Grades 8-12**

SECTION 326

Tulsa County Fair 2024**4-H CLOVERBUD EXHIBITS**

Must be enrolled as a 4-H Cloverbud Member in Tulsa County and be 5-8 years of age by the fair dates. Posters should be no larger than 14" x 22". One entry per class per person. All exhibitors will be awarded a clover bud participation ribbon.

► Class Number**Fabric & Fashions:**

1. Any sewn item
2. Fun item (ready-made wearable garment/accessory trimmed using sewing techniques)
3. Fun item (a completely self-constructed wearable garment or accessory)

Food Science:

4. Poster about healthy food choices
5. 3 no-bake cookies should be on paper plate and covered with plastic (a zip-lock type bag is recommended).
6. Craft using food related items

Horticulture:

7. 3 of the same fruits or vegetables you have grown (3 tomatoes, 3 peppers, 3 squash, 3 apples, 3 plums, etc.)

Natural Resources:

8. Wildlife items such as a bird house or bird feeder. May use plastic container such as pop bottle, bleach container, milk carton, etc.
9. Craft made from items found in nature, such as pictures made from seeds, stick craft, etc.

Leisure Education:

10. Free hand drawing or painting, no larger than 14" x 22"
11. Hand puppet using paper sacks or socks
12. Creative design using pre-cut or pre-manufactured building pieces (Lincoln logs, tinker toys, Legos or combination of these type items.)
13. Decorative Item (household, jewelry, wearable/nonwearable)

General Interest:

14. Miscellaneous item you have made

If you have any entry which does not fit these classes, refer to Section 500, Open Class Youth.



SECTION 328 Table Setting Competition

Create a table setting for two (2) using any theme desired. Table coverings, decorations, tableware, and card table, etc., are all the responsibility of the entrant.

Tables will be set up on Tuesday, July 16, 2024, from 4:00 - 7:00 p.m.

Table decorations must last for the entire fair. Table decorating should be limited to tabletop only, with decorations limited to tabletop. Electricity is not available.

Include a menu suitable for your table setting. All table settings will be displayed in a roped-off viewing area. The Tulsa County Fair will not be responsible for loss or damage to table settings, regardless of the cause.

Judging guidelines:

- Eye appeal
- Theme carried throughout setting and menu
- Functional and proper table setting format
- Proportionate to table size
- Good balance between decorations, setting & menu.

Rosette ribbons will be given to 1st-5th place



HISTORY

The Tulsa County Free Fair began in 1903 at the Western Association baseball park at Archer and Boston. With enactment of the Oklahoma Free Fair Act in 1915, a 15-acre tract of land north of Archer and Lewis was purchased to provide more suitable grounds. In 1923, thanks to a land donation from J.E. Crosbie, the fair was moved to a portion of the present Expo Square between 15th and 21st Streets. Passage of a major bond issue of \$500,000 provided for the construction of the Pavilion in 1931. The fair board acquired land adjacent to the gift acreage in later years, and the "state fair" was born.

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